

Housing shortage 'worst yet'

by Sue Reid

The National Union of Students has warned that more than 10,000 students may not be adequately housed this autumn in the worst accommodation shortage yet.

The union claims that students in the large cities have the most serious problem and is urging local authorities to take responsibility for student housing where internal accommodation services fail.

An NUS spokesman said: "In the short term we are calling on local authorities to make available for student use accommodation they are finding difficult to let."

"In the long term the union hopes local authorities will take the responsibility for student housing. The spokesman said: "The individual institutions and the Department of Education and Science can no longer handle the problem. It could be brought under the control of the local authorities and the Department of the Environment."

The union maintains the student housing shortage is critical this year. The polytechnics appear to have the worst hit, the spokesman said.

But a survey of universities and polytechnics by *The Times* this week showed that while some institutions have had to provide temporary accommodation on mattresses in halls of residence, others acted early to forestall any crisis.

At Leeds Polytechnic, which competes for student housing with the

university, 20 students spent the first few nights of the term on mattresses. But a spokesman said: "We have not had the problems we expected. We expected to provide temporary accommodation for about 50."

The polytechnic launched an advertising campaign and made appeals for lodgings on local radio before term started and now almost all the students have found accommodation.

Mr Clive Constance, principal tutor at Hatfield Polytechnic, said that 120 first year students were without accommodation at the beginning of term. "We put a number of them on floors in residences, student rooms and senior common rooms but the situation has improved."

Some first year students were still without permanent accommodation as were a substantial number of students in the third and fourth years. "The situation is not as bad as last year. We were able to cope then but the problem this term is the most serious I have known," Mr Constance added.

At Manchester Polytechnic temporary beds were provided for about 30 students a night at the start of term. The polytechnic has only one hall of residence housing 160 and although an extensive advertising campaign for lodgings was launched before term began some students are living 12 or 15 miles away from the college.

The housing shortage has also affected colleges of further education and colleges of technology. Cambridge University students union has established a housing bureau to monitor available flats and lodgings in the town and has offered to give help to students at the Cambridge College of Art and Technology who have to compete for accommodation with their university counterparts.

Ravensbourne College of Art and Design in Bromley, Kent, has appealed to Bromley Council for help. Miss Hilary Watson, the students' union welfare officer said that 25 students were homeless at the start of the term.

Universities have not escaped unscathed, although their housing problems have been less acute than at the colleges. Hull University provided temporary accommodation on mattresses for 35 first years at the beginning of term but by last week that number had dwindled to one.

Although 70 per cent of its students are housed in university-owned accommodation a spokesman said the problem had been more serious than last year.

Tories give 10 lines to post-school policy

by Frances Gibb

A review of how polytechnics are financed is one major proposal in "The Right Approach", a Conservative Party statement of strategic aims published this week.

The statement, which devotes 10 lines to further and higher education, also gives assurance that the independence of the universities, the "crown of the higher education system", should continue to be guarded by the University Grants Committee.

The party's aims for post-school education are flexibility, diversity, a more economical use of resources and easier transfer of students from different levels of institution and between different courses.

Opportunities in further education should be made better known to young people during their last year at school and further education resources should be more fully utilized in the tasks of relearning and retraining, it goes on.

The statement to some extent embodies the proposals put forward recently by the Tory post-school policy group.

Dr Keith Hampson, secretary of the Conservative Parliamentary education committee, and a member of the policy group, said the statement was in line with the group's overall aim although it had been trimmed down on some points.

The policy group had called for more emphasis on recurrent and continuing education and a strengthening of the part played by further education colleges.

Hampson said that although its proposal for more relearning and retraining had been adopted, the

statement did not make the point, encouraged, however, shadow cabinet had discussed further education in the exercise and not just as a

"I would have liked more support for recurrent education within the broad terms of reference to go along with the policy work," he said.

The statement also did not clear whether polytechnics would be reviewed separately or together with the rest of the further education system.

At an education forum at the Conservative party conference, Dr Hampson warned that new Labour education proposals had been too harsh on universities.

"It is a fair bet that the Conservatives will be under discussion, currently under discussion, concerning the school examination system and syllabuses will result in further deterioration of the post-school education."

In classics it may become desirable to introduce courses for candidates with little or no Latin. Two proposals being considered by the expected difficult situation in German and Russian are extending two-language courses to four years and providing elementary instruction in a specially devised first-year course.

The former would bring Oxford into line with other universities while the latter would probably require an increase in staff, the report says.

Russian, a proposal whereby several universities cooperate in a jointly funded and organized special one-year course is being considered. There are also problems associated with the heavy demand for elementary instruction in Arabic and so far the idea of inter-university elementary courses has met with little success.

In medicine, the university has decided against increasing the number of pre-clinical students and despite the excess of well-qualified applicants, because of the difficulty of providing adequate laboratory space.

There is concern over a possible decline in the number of postgraduate students in this subject, which has been a possible result of making it harder to find suitably qualified academic staff. It is difficult also to recruit medically qualified staff.

Problems expected with languages at Oxford

by Frances Gibb

Oxford University is expecting "serious problems" in the teaching of classical, oriental and modern languages in the next few years, according to the annual report for 1975/76.

The report says that in many honours schools the teaching of classical languages is in decline and that the number of modern languages is increasing, it says.

This arises, in part, from the decline in the teaching in schools of the classical languages and one of the main reasons for the decline is the reduction in the number of modern languages.

It is still unclear whether proposals for a new school examination system and syllabuses will result in further deterioration of the post-school education.

At an education forum at the Conservative party conference, Dr Hampson warned that new Labour education proposals had been too harsh on universities.

"It is a fair bet that the Conservatives will be under discussion, currently under discussion, concerning the school examination system and syllabuses will result in further deterioration of the post-school education."

In classics it may become desirable to introduce courses for candidates with little or no Latin. Two proposals being considered by the expected difficult situation in German and Russian are extending two-language courses to four years and providing elementary instruction in a specially devised first-year course.

The former would bring Oxford into line with other universities while the latter would probably require an increase in staff, the report says.

Russian, a proposal whereby several universities cooperate in a jointly funded and organized special one-year course is being considered. There are also problems associated with the heavy demand for elementary instruction in Arabic and so far the idea of inter-university elementary courses has met with little success.

In medicine, the university has decided against increasing the number of pre-clinical students and despite the excess of well-qualified applicants, because of the difficulty of providing adequate laboratory space.

There is concern over a possible decline in the number of postgraduate students in this subject, which has been a possible result of making it harder to find suitably qualified academic staff. It is difficult also to recruit medically qualified staff.

Dr Hampson calls for DES technological task force

Dr Keith Hampson, chairman of the Conservative Party's post-school education committee, has called for the establishment of a Department of Education and Science task force to monitor the special requirements of Britain's nine technological universities.

Proposing the motion "This house has no confidence in the education policy of Her Majesty's Government in a debate this week at the Open University, Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities.

The task force would be made up of representatives from the universities and the DES. It would be responsible for monitoring the special requirements of the universities and for making recommendations to the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Universities may lose out MRC warns

by David Dickson

Any further deterioration in Britain's economy could lead to a shift in medical research away from universities departments towards full-time research institutes, Sir John Gray, secretary of the Medical Research Council, said this week.

Sir John said that despite current pressures on funding, the council had been able to maintain its policy of providing equal support for its own institutions and for research carried out in universities.

However, under extreme pressure it would be contractually obliged to protect the security of its own staff and the capital investment required to accommodate them, if necessary at the expense of indirect support.

"This has not arisen yet and there is no formal indication in projections of the science vote over the next five years that it will be necessary," Sir John said. But if we were faced with a really serious financial crisis, then this could be one of the implications."

So far the integrity of the dual support system—under which the University Grants Committee pays the basic salary and overhead costs of research, augmented by research council funds for specific projects—had been upheld.

Sir John said that one of the major problems the council faced when its overall budget was virtually static was the need to cut existing commitments in order to allow new work to start.

Its present plans were to reduce expenditure on existing programmes by about 7 per cent over a period of five years—or at approximately 11 per cent a year. One item of particular concern was the increase in the number of research projects resulting from the fall in the value of the pound.

The council's education committee agreed to the redundancy plan, proposed by the polytechnic's governing body, at a meeting last week. It was decided to dismiss the two assistant directors immediately.

The £5,000 costing survey, commissioned by the education committee, was carried out by a team from Post Marwick Mitchell Management Consultants earlier this year. Investigations centred around 12 members of the senior administrative staff at the polytechnic and the task recommended that one post was overmanned.

In July the education committee voted in favour of discontinuing the posts of the two administrators, both aged 50. Mr Pat Harrigan, regional officer of the NACFHE, said this week that the union now hoped to reach an adequate redundancy settlement. He added that the union would consider taking the issue to an industrial tribunal if necessary.

L.e.a.s set to reject tuition fees package

The Government's package deal on increased tuition fees is almost certain to be rejected by the local authority associations and an alternative system put forward by the Councils for Local Education Authorities in the very near future.

It is understood that the associations are still thoroughly opposed to the package, which includes upping the fees for home and overseas undergraduates from £182 and £418 respectively to £650, and that they have not yet decided themselves to its financial and educational consequences. Mr Mulley, the former Education Secretary, announced the new deal in July.

Under it British students who receive grants would not have to pay any tuition fees. Parents incomes would no longer have any effect on fees, thus abolishing the present system of some families having to pay fees if their incomes were high enough. Maintenance grants would in future be the only payments affected by parental contribution scales, although the £250 minimum maintenance grant would be ended.

Members and officers of the Association of County Councils and the Association of Metropolitan Authorities are to press for a meeting with Mrs Williams, the new Education Secretary, in the hope that a change in office might bring about a change in outlook.

The CLFA is meeting on Monday to discuss the package deal. Apparently the main financial concern shown by the associations so far turns on the problems of cash flow in these educational authorities, such as the Welsh counties and smaller urban L.e.a.s, who are substantial exporters of students to higher education elsewhere.—78

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Lecturers' qualification to be raised in Irish Parliament

by Judith Judd

A question about the Irish language qualification for lecturers in Eire will be asked in the Irish Parliament next week after the Education Minister failed to sanction the appointment of two British academics.

Mr William Ferguson, a consultant to the World Bank, and Mr Justin Togher, a lecturer in industrial engineering at Napier College, Edinburgh, were offered posts at Moylish Technical College, Limerick, by the city's Vocational Education Committee.

After they had accepted the jobs the Minister for Education, Mr Richard Burke, refused to sanction the appointments because the two did not speak Irish.

Mr Togher said: "We are most annoyed. There was no mention of the Irish qualification in the advertisement or during the interviews."

The Minister has now allowed the jobs to be advertised and has said that "in the exceptional circumstances" the Irish qualification would not be required.

Mr Togher said: "I have made it clear that they can confirm the previous appointment if they wish, I intend to press them until they agree to this."

A Department of Education spokesman said Irish was required for all lecturing posts above Scale 1 but the Minister could exceptionally waive the rule.

In Parliament Mr Edward Collins will ask Mr Burke if he will change the rule and allow lecturers three years to acquire the necessary certificate in Irish.

The Department's spokesman said that some native Irish lecturers were unable to speak Irish and would so be ineligible for lectureships.

Formal dismissal notices will be served next month if the redundancy consultations are successful.

The £5,000 costing survey, commissioned by the education committee, was carried out by a team from Post Marwick Mitchell Management Consultants earlier this year. Investigations centred around 12 members of the senior administrative staff at the polytechnic and the task recommended that one post was overmanned.

In July the education committee voted in favour of discontinuing the posts of the two administrators, both aged 50. Mr Pat Harrigan, regional officer of the NACFHE, said this week that the union now hoped to reach an adequate redundancy settlement. He added that the union would consider taking the issue to an industrial tribunal if necessary.

Broadcasting. How should teachers use it?

Does it mean pupil-learning instead of teacher-teaching?

Copyright. Are you breaking the law if you tape a broadcast?

Training. Who's teaching the teachers audio visual techniques?

Equipment. What's on offer and what does it cost? And where does the money come from?

Local Radio. Can it be used in Education?

The OU. Who's using it, what's it doing and is it any good?

In this week's issue of The Listener on sale now, a special supplement on Broadcasting and Education deals with these questions and many other subjects of interest to educationalists and those concerned with modern teaching methods.

The Listener

Every Thursday

20p.

More examinations proposed for Oxford engineers

Oxford looks set for a lively debate on the question of altering a degree course which some don't think would bring in a touch of the Cambridge Tripos examination system.

The physical sciences board has put forward proposals for what the Hebdomadal Council describes as a fundamental remodelling of the degree course in engineering science.

The physical sciences board is proposing that in place of a first-year examination and a final honours school examination at the end of the three-year course, there should be a preliminary examination after two terms, and the division of the final honours examinations into two parts.

One would be taken at the end of the second year and the second at the end of the third year. When the final honours results were classified, performance in both parts would be taken into account.

The examination for the honours school of engineering and economics would also be divided, some engineering papers being taken at the end of the second year, and the remainder together with all the economics papers, at the end of the third year.

If the remodelled course is approved some don't say it would introduce to Oxford some of the flexibility claimed for the Cambridge examination system under which there is usually a preliminary examination at the end of the first year with most undergraduates

being examined at the end of each year.

Those who favour remodelling argue that the present course is ideal neither for undergraduates wishing to study engineering in breadth, nor for those wishing to concentrate on one field at the end of the course.

The objects say that under the proposed arrangements undergraduates would be subjected to strain in their second year by preparing for examinations, and the total time associated with revision or touch-up geared to examinations would be increased.

Hebdomadal Council published the proposals in the University Gazette with a statement that it was reluctant to take action on an academic matter on which the General Board of the Faculties was unable to make a recommendation. It agreed, however, that the matter should be left to Congregation to settle.

Soundings by the General Board showed that three faculty boards—English, law and modern languages—objected in principle, while theology said the introduction of the new engineering courses would be regretted.

Opinion was also divided in the senior tutors' committee. Of representatives from 31 colleges, six voted in favour of the proposals, with 12 against.

Unless a resolution calling on Council to amend or annul the degree giving effect to the proposals is submitted to Hebdomadal Council by noon on October 18, they will be operative from October 22.



This eighth century Tang dynasty horse will be one of the first specimens to be examined by a new dating process known as thermoluminescence, being developed by Dr Alexander Spawort, of the physics department of Paisley College of Technology, with Research Council. A small sample of clay will be taken from the horse and heated rapidly in a laboratory. The intensity of the light emitted gives a direct measure of its archaeological age.

Therapy centre moves house

The York School of Occupational Therapy is to transfer to the College of Rippon and York St John next April. The school, currently administered by the North Yorkshire Area Health Authority, offers a three-year course leading to a diploma of the British Association of Occupational Therapists.

Students will be eligible for accommodation at the College of Rippon and York St John and will be housed in buildings on the York campus.

Guide to geography

A directory of geography courses is to be offered during 1976/77 at universities and colleges. The guide, published by The Geographical Institute of British Geographers and the Geographical Association.

It gives details of entry requirements, course contents and staff. It is available from the Geographical Association, 1 Kensington Square, London SW7 2AR. Price: 50p.

Legal wrangle over poly nursery funding

Middlesex Polytechnic joint education committee's decision to legislate its funds from the polytechnic nursery because of a ruling by the Department of Education and Science is to be challenged by the students' Nursery Action Group.

At a meeting next week, the students will try to persuade the Joint Education Committee that the ruling by the DES legal department that paying for the nursery with education committee funds is illegal has no basis in law. The DES, which entered the dispute in June, 1976, after an appeal from the students, ruled that a nursery for the children of staff and students was not an "ancillary service" and there was no way the polytechnic could legally fund it.

But the students, who have meanwhile sought independent legal advice, say the nursery is an "essential service". They claim there is no provision for such services to be funded by the education committee.

"If we were successful next week we will have a test case of the polytechnic and its absolutely crucial to the whole NUS nursery campaign," said Alison Downey of Middlesex Polytechnic NAG last week.

This latest wrangle is only one in a series of crises at the nursery, which was opened only in 1974 after NAG members occupied the union building. In spring, 1975, another occupation took place after the JEC had raised nursery fees to a maximum of £4.72 per day to bring them in line with local authority increases.

Middlesex Polytechnic was one of several education institutions whose problems were discussed at the NUS nurseries conference in Cambridge last Saturday.

Kay Copp-Brown, NUS executive officer, said that while nearly 40 per cent of universities had nurseries only 11 out of 127 colleges of education and only 6 out of 27 FE colleges did.

Statistics method chair

A new chair of statistical methods at the University of London Institute of Education is to be established. It will be held by Mr Harvey Goldstein, head of the statistics section of the National Children's Bureau, London. He takes up the post on January 1 next year.

Students and dons agree sit-in charter

The National Union of Students' decision to legislate its funds from the polytechnic nursery because of a ruling by the Department of Education and Science is to be challenged by the students' Nursery Action Group.

At a meeting next week, the students will try to persuade the Joint Education Committee that the ruling by the DES legal department that paying for the nursery with education committee funds is illegal has no basis in law. The DES, which entered the dispute in June, 1976, after an appeal from the students, ruled that a nursery for the children of staff and students was not an "ancillary service" and there was no way the polytechnic could legally fund it.

But the students, who have meanwhile sought independent legal advice, say the nursery is an "essential service". They claim there is no provision for such services to be funded by the education committee.

"If we were successful next week we will have a test case of the polytechnic and its absolutely crucial to the whole NUS nursery campaign," said Alison Downey of Middlesex Polytechnic NAG last week.

This latest wrangle is only one in a series of crises at the nursery, which was opened only in 1974 after NAG members occupied the union building. In spring, 1975, another occupation took place after the JEC had raised nursery fees to a maximum of £4.72 per day to bring them in line with local authority increases.

Middlesex Polytechnic was one of several education institutions whose problems were discussed at the NUS nurseries conference in Cambridge last Saturday.

Kay Copp-Brown, NUS executive officer, said that while nearly 40 per cent of universities had nurseries only 11 out of 127 colleges of education and only 6 out of 27 FE colleges did.

Postgraduate grants for commonwealth students

A guide to scholarships and grants open to graduates has been published by the Association of Commonwealth Universities.

It gives details of entry requirements, course contents and staff. It is available from the Association of Commonwealth Universities, 1 Kensington Square, London SW7 2AR. Price: 50p.

Professor Gilbert Ryle dies

Professor Gilbert Ryle, the philosopher, has died at the age of 76. He was a distinguished philosopher and a leading figure in the philosophy of mind. He was born in 1900 and died on October 15, 1976.

Professor Ryle was educated at Eton College and Queen's College, Oxford, becoming a tutor at the University of Oxford. He was a member of the philosophy faculty at the University of Oxford from 1945 to 1952.

Professor Ryle was a leading figure in the philosophy of mind. He was born in 1900 and died on October 15, 1976.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Dr Hampson said that the government had set up a task force to monitor the special requirements of Britain's nine technological universities. The task force would be made up of representatives from the universities and the DES.

Controversy continues over the best way to organise social work training. David Walker reports

Who will rewrite the recipe for confusion?

The organisation of social work training is a recipe for confusion, according to some of those connected with it. One central figure is Miss Olive Stevenson, newly appointed professor in charge of the subject at Keele University, who believes the stage has been set for "a very academic intrigue" by the universities and the powerful academic ambitions of the polytechnics, not necessarily in the best interests of this emergent profession.

The division of responsibility is certainly complicated—social work in Britain obviously has not yet had the years to smooth out the links between universities, professional bodies and government as in, say, medicine. Evidence for confusion lies in the answer to the question: to whom were the recent Department of Health and Social Security working party on training addressing their plea for a massive increase in trained personnel?

There was the Department of Health itself. It has a watching brief for training but it also negotiates with local authorities on the conduct of their social services departments and sees their money into the Rate Support Grant. Most important, it supports the Central Council for Education and Training in Social Work, even though that body is another of these "quasi-autonomous non governmental" agencies.

The report also had things to say, albeit indirectly, to the University Grants Committee which "advises" the universities on their spending and is in a position to encourage the development of social work training courses. Miss Stevenson and others are suspicious. She spoke in a recent article of "how to get the money but make sure it was used to maximum advantage by impoverished universities without too narrow an emphasis on social work education".

The local authorities "control" the polytechnics and are also in a position to assess the manpower needs of their social work departments but there is no straight equation here. The DHSS working party mentioned an even balance between the recruitment of graduates and non-graduates to training courses. Once again, Miss Stevenson had doubts. "This is easier said than done, for it passes over the powerful academic ambitions of polytechnics which have led them of late to recruit more and more graduates. The place of the non-graduate in the polytechnic (and few are trained elsewhere) is very insecure."

At the centre is the CCETSW. Its director, Miss Patricia Young, who formerly taught at Leicester University, speaks of the danger of being attacked from all sides. Many social work teachers would like the council to be "more directive" imposing standards and course contents on the educational institutions but though it has a statutory duty to promote social work education there are obvious limits to its powers of persuasion.

Polytechnics, cocooned in the red tape of Council of National Academic Awards approvals, advice from the regional councils, the pooling committee and the deep seated academic ambitions of their governing councils, can prove even less amenable. What this all means is that the CCETSW's work is not really "indicative planning" so much as an attempt to lead by the example of masses of pamphlets, books and papers.

With manpower planning in the social services, the CCETSW was implicitly laid at the door of the universities and colleges as a sort of incubator into which trainees went and social workers emerged, without a great deal of consideration of how these might be organized, given existing academic attitudes and organization.

For example the Certificate of Qualification in Social Work should provide social workers with roughly the same degree of competence. The presupposition is that a rough equivalence exists between courses and between universities and polytechnics running them, either in the form of two year postgraduate certificates or as part of undergraduate degrees. In reality that might be difficult to achieve.

In a recent report of a Council of Europe seminar Professor Maurice Broady of University College, Swansea described the universities as "repositories of the information needed to understand what caused the problems with which social workers dealt, and of the techniques for evaluating the efficacy of the methods by which social workers had tried to solve them." When he added that the universities could make available a wider expertise than most other educational agencies he betrayed a prevalent attitude that Miss Young and her colleagues at CCETSW fear. They do not want social work training to become "two tiers", with some certificates more highly regarded than others.

A related question is that of academic autonomy. How far should CCETSW, or the directors of social work, or the social work pro-

fessional bodies, have a say in what is taught in universities and polytechnics? The consultative document issued by CCETSW two weeks ago on developments in the next decade fudges the issue.

It expresses concern on a number of points such as the "role-voice" of entrants' degrees to social work training, and the qualification of teachers on social work training courses. In other words it makes academic judgments. The balance between practical preparation and academic work specially concerns CCETSW. Miss Young said recently: "One of the problems in some departments is that the professional training course belongs in an otherwise academic department."

The internal organization of universities and polytechnics comes under scrutiny here. For many social work teaching staff in

universities where social work is a separate department, distinct from, say, sociology or even social administration, their colleagues in the "field" are a main point of reference and they remain detached from the rest of the university.

Elsewhere there have been reports of social work courses starting up in academic departments with the result that the subject matter of the course is deemed too "theoretical" by practitioners, or too radical, or too much out of step with the needs of local authorities.

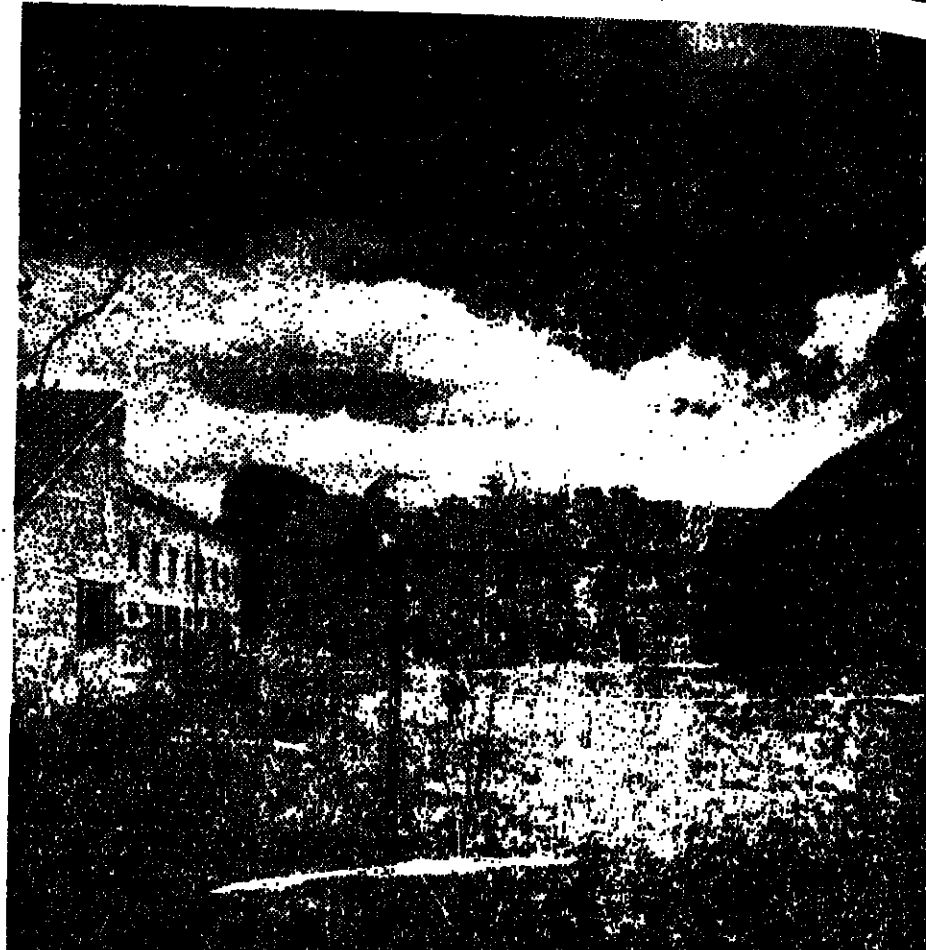
Academic values and the tendency of the academic mind to see things in binary opposition—education versus training, professional training versus the preparation of ancillary workers, theory versus practice, and so on—pose CCETSW problems over the introduction of its Certificate of Social Service.

This certificate, intended mainly for residential social workers, will be taught in further education colleges rather than polytechnics, and will be more practice-based. Miss Young said that she was struggling hard to use it as an academic and less significant than the CQSW.

But as yet the lines within social work education are still fluid and distinctions. Educators such as Miss Stevenson would like this "in-between" confusion to last for some more years.

In the meantime, however, it makes the manpower planning exercise attempted by the DHSS working party the more difficult, say some universities and polytechnics will be able to deliver the right people at the right time.

Two housing styles at York University: Below, one of the original residences, and right, new low cost fashion at St. Lawrence Court, built in 1974 at about £1,438 per study bedroom



How Eden was created in a terraced house

Ask most architects about York University and they will probably tell you that it is in CLASP, industrialized units and designed by Robert Matthew, Johnson-Marshall and Partners. So most of the main campus is—and very good if looks too. But in some ways the most interesting development in the university is neither of these things. It consists of five linked residential developments to the south-east of the campus on sites that rub shoulders with Heslington Village.

Here the architects were York's own University Design Unit; the requirement was for a mixture of housing; and the site, adjoining

streets, fire escape requirements being met by emergency escape doors from each house into the next.

The rooms are not spacious—UGC economies and other cost constraints have pushed the size of study bedrooms progressively downwards over the past decade or so, and these students have to make do with only 9 square metres.

Nor are they as flexible in layout as was once the case, but the architects have designed a very ingenious, cheap and useful built-in unit comprising bed-head, drawers, bookshelves, cubby-holes and hanging space for clothes; and they have kept the cost down. In the case of Eden's Court, the 300 (310) houses per study bedroom, the most popular residences in the university, respectively second and third-year students anxious to escape from the social pressures of the colleges and the main campus.

Usually, they are an undoubted success. Two-and-a-half storeys in brick with clay pantries do not obtrude. They are completely in scale with the village; mature trees sail above them. They are also part of a wider, mixed community. The other elements in the overall development, built in a similar vernacular style, are two co-ownership housing schemes—Holmefield, 30 units, about 125 people, and South Heslington, 30 units, about 125 people—each about 80 per cent university members; and McHugh Court, a late four housing scheme managed by York City, a charity but intended exclusively for students.

The South Heslington scheme (terraces one-and-a-half storeys high) combined the popular as well as economical attic room solution, and

packed in the maximum number of small flats or houses by in effect building them back. Thus a feature which public health inspectors have been rooting out in 19th-century Leeds and Bradford is now providing a very acceptable student housing in York.

The spaces in between are traffic-free places to sit, hang washing, and park bikes. McHugh Court provides one and two-bedroom cottages for married students. The two-bedroom houses are two-storey with the living-rooms upstairs.

Rents (which are subsidised) run at around £70 a term at Eden's Court and Lawrence Court (including heating and cleaning). At McHugh Court, one-bedroom units cost £29.95 a term, two-bedroom units £36 per month including rates, heating and cleaning.

David Cressie, the design unit's chief architect, points out that there are three ways of affecting study bedroom cost: how high a ceiling a year your space is empty; and rates of service you give; and rates of service you give. The last is beyond the university's control; but cost of services can be cut in a variety of relatively harmless ways, by cleaning a room only once a week for example; and the "vacuum void" has in this case been reduced by 50 per cent. The university design unit is part of York's Institute of Advanced Architectural Studies, operates just like an independent architectural practice, carrying out commissions for such bodies as (non-university) housing associations and local authorities.

Cressie, is "to help keep sure that we do not on the ground—to make sure that we do not only preach architecture but practise it."

Tony Aldon

Government Statistical Service

BASIC EDUCATION STATISTICS SEPTEMBER 1976 for the United Kingdom



	1967	1973	1974
FURTHER EDUCATION (thousands)			
Number of students:			
full-time and sandwich	280.4	340.8	377.0
part-time day evening	817.4	788.6	812.4
total	2,308.3	2,572.8	2,681.6
Qualifications obtained			
Advanced courses:			
CNAAs ⁽³⁾	0.5	0.4	7.8
Higher National Diploma	3.2	7.7	8.9
Higher National Certificate	15.5	14.0	14.4
Non-advanced courses:			
Ordinary National Diploma	3.0	6.3	6.1
Ordinary National Certificate	22.2	22.3	22.7
TEACHERS (thousands)			
Full-time teachers in all grant-aided schools and establishments ⁽⁴⁾			
men	197.5	251.5	262.2
women	221.2	296.2	313.1
Part-time teachers in public sector schools:			
men	4.8	6.5	6.8
women	36.5	47.9	50.0
Teachers on initial training courses:			
men	31.8	39.8	38.0
women	81.3	93.7	90.1
UNIVERSITIES (thousands)			
Number of students:			
undergraduate full-time	189.8	203.8	209.1
postgraduate full-time	35.6	47.6	48.6
total	205.2	251.2	257.7
of which from overseas	15.4	24.9	28.0
undergraduate part-time	4.8	3.5	3.4
postgraduate part-time	14.3	20.9	22.0
Full-time teaching staff	25.8	31.5	32.1
EDUCATION BEYOND COMPULSORY SCHOOL LEAVING AGE (thousands)			
Full-time and sandwich students ⁽⁵⁾			
In schools (aged 15-19)	n.a.	1,108.8	616.1 ⁽⁶⁾
Further education (aged 15 and over)	n.a.	342.0	338.0 ⁽⁶⁾
Colleges of education (aged 17 and over)	n.a.	127.2	130.3
Universities (aged 17 and over)	n.a.	248.8	251.2
total	n.a.	1,826.8	1,335.7
OPEN UNIVERSITY (numbers)			
Finally registered new students	—	12,880	11,338
Registered continuing students	—	25,744	31,300
STUDENTS AWARDS (numbers)			
New full-value awards made by:			
Local education authorities	80,085	103,875	109,680
Education Departments	10,367	14,870	14,492
Research Councils (GB)	4,280	8,825	8,719
EDUCATIONAL BUILDING			
Projects started (£ thousands)			
of which: schools	221,250	357,803	288,894
other	169,289	307,338	287,648
total	390,539	665,141	576,542
Completions			
of which: schools	169,589	306,418	301,991
other	225.8	267.1	250.2
total	146.2	267.4	250.2
FINANCE (£ million) (7)			
Education expenditure			
primary	4.6	11.4	14.4
secondary	438.0	907.1	1,041.8
special	514.4	1,091.2	1,272.0
further and adult education	38.3	99.2	119.7
training of teachers (tuition)	205.4	438.9	492.5
universities	42.6	80.1	100.7
other education	232.5	431.6 ⁽⁸⁾	405.9 ⁽⁸⁾
total	82.6	136.2	158.4
of which	1,838.3	3,205.6	3,803.4
Related expenditure			
Total education	284.0	488.3	578.6
of which	1,820.3	3,693.8	4,182.0
current expenditure	1,610.2	3,104.8	3,820.5
capital (from revenue & loans)	310.1	589.2	661.4

(1) The school leaving age was raised to 16 from 15 September 1972. (2) Figures take account of the full-time equivalent of part-time teachers. (3) Revised. (4) Council for National Academic Awards. (5) The figures for England and Wales and Northern Ireland relate to 31 March 1977, 1971-72 and 1972-73. (6) Including grants to the Open University. (7) Financial years 1966-67, 1971-72 and 1972-73. (8) Including grants to the Open University.

Decline and fall of a five-year plan for university financing

Universities are now embarking on the final year of the present quinquennium—an event, many will legitimately argue, of antiquarian rather than practical interest in a time of annual Government budgets and strict cash limits. Stubborn double-digit inflation and lowering austerity in public expenditure.

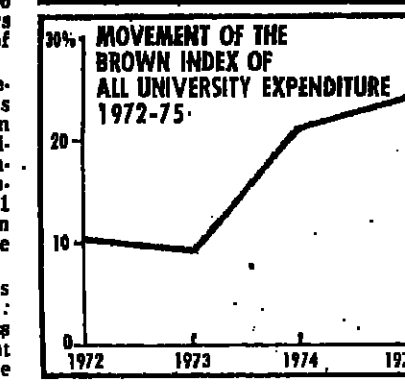
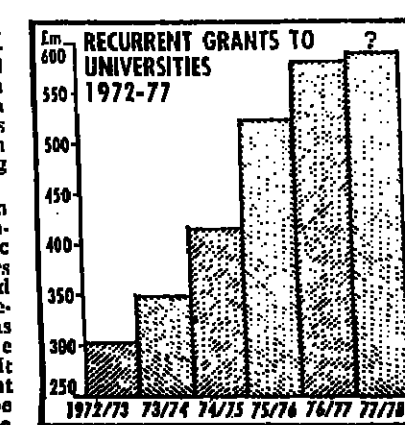
For the past five years have seen the decline and fall of the quinquennium—the allocation of public money to universities for five years at a time—which not only allowed rational planning within a framework of financial stability but was also an essential guarantee of the autonomy of the universities. It has been swept away in the torrent of inflation. Even if it were to be rebuilt, the system would have to withstand in the next five years the equally fierce assault of austerity.

None of this, of course, was foreseen when it all began five years ago in the summer of 1971. Then universities submitted their estimates to the University Grants Committee. While they were being processed, the UGC in November 1971 announced a provisional allocation of £248.5m for the first year of the quinquennium, 1972-73.

Throughout the next year Mrs Thatcher's White Paper Education: A Framework for Expansion was gestating within the Department of Education and Science. The quinquennial settlement, of course, was part of this much larger exercise. In January 1973 it was finally announced: £252m for 1972-73 in place of the provisional allocation, £263m (1973-74), £276m (1974-75), £292m (1975-76), and £309m (1976-77).

Almost immediately these totals were increased to take account of inflation since universities had submitted their estimates almost two years before. They became instead £302m, £317m, £333m, £352m and £372m respectively. The basis of the quinquennial settlement was simple. The Government wished to hold the cost per student of university education steady. The extra money was to pay for extra students. Not everyone was happy. Some grumbled about the loss of the traditional "improvement factor". Others even suggested that universities were already below average. But by and large the universities were content.

This feeding of contentment was powerfully reinforced in July 1973 when Sir Kenneth Berdell, then the chairman of the UGC, secured full supplementation of the grant for current price increases. So the total became £337m (1973-74),



£354m (1974-75), £374m (1975-76), and £395m (1976-77).

Then the frightening winter of 1973-74 hit the universities—the energy crisis, the December austerity measures, the miners' strike, and finally the fall of Mr Heath's Government. The effect of these events on university finances was traumatic. In quick succession the Government took away half and then all the supplementation they had promised the universities in July 1973 from compensation for increases in academic salaries which still slipped through the austerity net.

By the summer of 1974 it had become obvious that these restrictions were causing very great difficulty indeed. Academic posts were frozen, deficits were looming. In July the new Labour Government relented and added £4m to the recurrent grant for the coming year, 1974-75. The UGC also did its best to help by juggling with unallocated reserves and furniture and equipment grants. It was not enough and at the end of the year Mr Prentice, the new Secretary of State, was forced to give universities an extra £15m—so restoring almost all the cash, although nothing like the real,

value of the Barber/Thatcher cuts of a year before. In the outcome the recurrent grant for 1974-75 was almost £413m.

In March of the following year Mr Prentice announced the grant for 1975-76, £465m. By now all pretence of maintaining even the facade of quinquennial planning had been abandoned. No attempt was made to fix a revised grant for 1976-77. Later another £58m was added for increases in academic salaries, bringing the total up to £523m (the accuracy and justice of which was hotly disputed by the Association of University Teachers).

This year the universities sailed back into calmer financial waters. In March Mr Mulley, Mr Prentice's successor, announced a recurrent grant of £581m for 1976-77, by general consent a generous enough figure in present economic circumstances—although at the same time he gave the screw another turn by announcing that it would be treated as a strict cash limit.

The pattern of the quinquennium is plain enough in retrospect. The first two years were a time of calm and prosperity. The middle year, 1974-75, was a time of crisis and even near-disaster. The last two years saw a slight relaxation of the twin pressures of inflation and austerity and the restoration of some measure of stability to the university system.

But it was stability at a price. To secure it the universities sacrificed first their traditional right to expect full compensation for price and salary increases, then to receive 50 per cent compensation. Next they lost the principle, as well as the practice, of quinquennial planning. Finally they were subjected to the harsh regime of cash limits.

Now universities must prepare for the next quinquennium—or rather they have no need to. The quinquennial system has been abolished for the duration of Britain's present economic crisis. The pattern for 1977-78 is already plain—a 4 per cent cut in real resources (or perhaps more if the Government's target for beating inflation slips any more). Now they must face cuts by commission as well as cuts by omission. They will regret the passing of the 1972-77 quinquennium—except, perhaps, as one regrets the passing of the great Atlantic liners or the age of the steam engine. That was the quinquennium that was. It is over. Let it go.

Peter Scott

Brian Stone previews the new OU drama course

An approach to plays in performance

The drama course that the Open University is to launch in 1977, with its 16 50-minute television programmes, its fundamental approach to the subject, and its wide range of plays, is particularly suitable for use and adaptation in universities and colleges.

The BBC regards the programme as deserving a wide general public, and will give them special publicity when they first go out. The course is complementary to two third-level literature courses: the 19th-century novel and its legacy (A302) and twentieth-century poetry (A306).

Three planning factors affected the design of the course. The first was that, since as far as we could see, this would be the Open University's only drama course for some time, it had to devise a course which, in spite of being at third level, would offer fundamental study in drama—knowledge and understanding of the genre and of well-chosen literary drama. So a course mainly concerning one country, period, theme or genre within the field of drama was ruled out.

We all agreed that the course should emphasise modern drama, and for this reason it was entitled "An Approach to Modern European Drama"—an unwieldy and pernickety phrase, though it truly defines our product. So the course was put out as 16 units called "The Dramatic Heritage". Preparation for Modern

Drama Studies", in which Greek and Shakespearean tragedy, medieval drama, and comedy from the Greek to Goldoni, are studied; and 21 units on modern drama studies, in which work on six modern playwrights—Ibsen, Chekhov, Strindberg, Pirandello, Shaw and Brecht—is paramount, and a final section on the contemporary drama is important. The emphasis throughout is on study of plays, though *Eden's Court* is a notable exception.

The second planning factor, a double one, was the existence of television for presenting drama, and a budget too small to use the medium as we wished. The university agreed to our having 16 50-minute programmes rather than 32 twice, although one showing will be early on Thursday mornings.

The third planning factor was the nature of the Open University. It is a distance-teaching organization, in which group work in practical drama can take place only at summer school, where a brief experience might be provided. We accept this limitation and, by having, our summer school in London, we shall not only encourage practical work, but also organize visits to London theatres, with subsequent discussion.

In the work prescribed for students, we offer a wider range of options, both in studying set books and choosing aspects of the course as subjects for essays, than is usual in the Open University.

The author is reader in literature at the Open University.

Abraham and Isaac and the York Crucifixion, Goldoni's *The Venetian Twins*, *The Way of the World*, Jerry's *Ubu Roi*, Büchner's *Woyzeck*, Peer Gynt, *The Wild Duck*, *Three Sisters* (mainly Act III), Strindberg's *Ghost Sonata*, *Six Characters in Search of an Author* (mainly "Act II"), Brecht's *The Exception and the Rule*, *Waiting for Godot*, *Eden's Court*, *The Dictator*, and *Macbeth*.

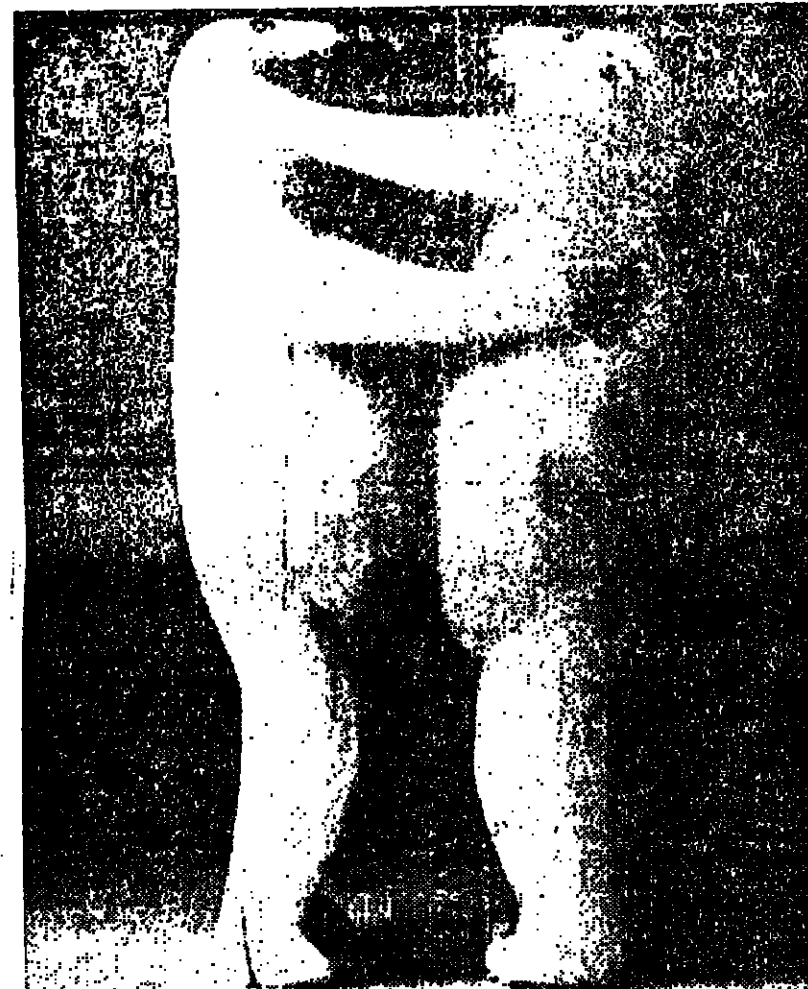
That is performed drama of a range and excellence which, we believe, has not been offered before in education: we plan to integrate the programmes closely into the learning process, and hope that students will see each programme as a double one, with the existence of television for presenting drama, and a budget too small to use the medium as we wished. The university agreed to our having 16 50-minute programmes rather than 32 twice, although one showing will be early on Thursday mornings.

The third planning factor was the nature of the Open University. It is a distance-teaching organization, in which group work in practical drama can take place only at summer school, where a brief experience might be provided. We accept this limitation and, by having, our summer school in London, we shall not only encourage practical work, but also organize visits to London theatres, with subsequent discussion.

In the work prescribed for students, we offer a wider range of options, both in studying set books and choosing aspects of the course as subjects for essays, than is usual in the Open University.

The author is reader in literature at the Open University.

The gloss without the gore of a dying culture



An Eskimo carving of wrestling bears, from the Arts Council exhibition Sacred Circles

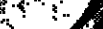
This idea, although hardly confined to the Indian cultures, has the advantage of drawing attention away from the real unifying factor of Indian art: the fact that the Indian peoples, of hundreds of different languages and cultures, happened to live in a continent colonized by Europeans.

Jonathan King discusses the exhibition of North American Indian Art which opened last week at the Hayward Gallery

The most-interesting part of the exhibition is undoubtedly the archaeological section, which is virtually no prehistoric American material in Europe and so most of the objects will be new to Europeans.

Particularly important in this respect are the Key Marco wooden objects, of a wolf mask, dog mask and pelican excavated in Florida. The carving in all these objects is extremely naturalistic and sensitive; they are also amazingly well preserved after 1,000

The archaeological cultures of Ohio and Mississippi are also well presented. The Hopewell, characterized by their building burial of elaborate mounds at the beginning



Deer mask from Florida.

Daphne Johnson argues the need to give research workers a stable place in the academic community

What do research workers go on to do when they become disenfranchised with many of the academic norms? Many of them, during the palmy days of the late 1960s when the projects studied by Plimpton or scurried to their closets took up teaching posts in universities, polytechnics or colleges.

It is of course desirable that some researchers should move into teaching. The academic norm is to bring their teachers from the shifting ranks of the academic nomads and colleagues who have usually been initiated into the teaching role, and who are realistic about the extent of the research they are likely to be able to undertake as lone scholars.

But so long as the only way up in a research career is out into teaching one, with the remote prospect of one day being the part-time head of a research unit of one's own, there is little hope of improvement in the general standard of university based research/ project management.

There is a need for a viable career within research for those who find satisfaction in the special needs of the project work. The research itself might then include some members who could build on their successful past experience in research.

Many of the project features described by those might have been avoided if successful project managers had had the ability and the incentive to restate this work being undertaken in the resources of time and

skills in project management. Much the same as most people look for—prospects of advancement and some security of employment.

At last year's annual conference of the British Educational Research Association, senior teachers spanly stated the premise which is so frequently implied in research: workers need the stimulus of short-term funding and the on-off contract situation to keep them on their toes, in fact to keep them working at all.

But for the great majority of salaried employees, and the great majority of teachers, the security of their jobs is a security which is not theirs. According to a continuing sequence of conscientious work, people are motivated to keep going in demanding jobs by a multiplicity of factors, among which their own sense of personal development is important; but insecurity is most often a disincentive than an incentive to continuing productive work.

Probably the most unwise thing a research worker can do is to leave a research worker only, gaining a reputation for being here today and gone tomorrow, and not being around to participate and hopefully to be named contributor to the writing

Yet Platt found that many researchers left their projects about a year before the termination or contract to move on to some new short-term venture. Undoubtedly they were disheartened by the prospect of the forthcoming "clasp" and no doubt felt that some overlap of project involvement was preferable to the possibility of a complete break in employment if no suitable research job were on offer at the right moment.

If, therefore, for research workers, too extreme a split-up, the rolling back of research teams in the second year, which more fund-raising organisations should seriously consider, this type of funding—which enables the research team to undertake sequential work in the same general area of research enquiry—considerably reduces the occupational insecurity of the research worker, even if it does not completely eliminate it.

If there were more research settings of this kind in which, once employment, a research career would be viable, and the quality of social research would benefit accordingly.

Human resources are the most valuable asset in social research, yet these assets are dissipated at or before the end of nearly every short-term-funded project. For project management in the social sciences to improve, hard-won expertise must be capitalized upon. The career researcher must find a stable and accepted place on the academic scene.

such career researchers (for the reasons which Salter has described which accounts for the mismanagement or non-management of many

NORTH AMERICAN NEWS

MICHAEL BINYON reports
from Washington

The Times Higher Education Supplement (London)

Room 841

Tel. (202) 638 6765

National Press Building
Washington D.C.Dr Mathews calls for
return to basics

The debate on higher education needed to be refocused, according to Dr David Mathews, Secretary of Health, Education and Welfare. Instead of further debate on "current trends in federal financing", universities would do better to restate their proper relation to the fundamental issues in American society: values, creativity, quality, education and work.

In the current issue of *Change* magazine, Dr Mathews says that "universities are on the defensive, and the exchange with the public is now something less than vibrant. The issues are still essentially those of the late sixties: accountability, statewide planning, efficient management and economic restraint. Those are undeniably legitimate concerns, but using them as a focus may not produce answers that will satisfy either the public or the universities."

Educators had had to scramble for managerial techniques to quiet their critics, fashion a case for their defence and rail against increasing government intrusion. This response was understandable, but the

education community would be better served by trying to set a new agenda with the public than by staying on the defensive with its critics.

Dr Mathews suggested two topics that needed more scholarly attention: the loss of a common perspective and the relationship of people to institutions.

"The American people seem uncertain, not only about the direction in which they are headed, but also about where they have been. We not only have severely conflicting interpretations of our past, but also a maze of conflicting assertions about the future. We lack theoretical bases for dealing with a host of pressing social and economic problems."

Dr Mathews said one way universities could reestablish a productive relationship between higher education and the public was to outline educational imperatives reflected in current social dilemmas: the extent to which moral values should underpin education, the decline in creativity and the relationship between education and work.

New copyright
laws passed

Congress has approved the first comprehensive revision of the American copyright law since its enactment in 1909. The new Bill, which has taken more than 10 years to prepare, allows longer copyrights, gives more money to songwriters and affords greater protection to authors and artists. It is expected to be signed by President Ford shortly, and will take effect on January 1, 1978.

The Bill was held up for a long time by arguments over how much photocopying should be allowed for school and university use. Agreement was eventually reached between education lobbyists and library associations and publishers on the concept of "fair use" for non-profit making educational purposes.

Quebec strike goes on

The strike by teachers at Laval University in Quebec City has now entered its fifth week. The teachers' union is insisting that the administration agree to a 10 per cent wage increase, a 10 per cent reduction in class size, and a 10 per cent increase in the number of full-time lecturers.

A number of deans and departmental chairmen in the faculties of arts and sciences have resigned saying they put the confidence of their colleagues above their commitment to the university administration. They are now ordinary lecturers. Whether they will resume their administrative positions when the strike is over is unclear.

The university is closed, and there are no classes. A number of large student assemblies have voted unconditionally support for the teachers' action. Support has also come from the Canadian Association of University Teachers and several English-speaking university staff associations.

US-Soviet
exchange

New York State University and Moscow State University last week formally inaugurated the first direct exchange between a Soviet and an American university of teachers and graduate students.

Dr Ernest Boyer, Chancellor of New York State, America's largest university, initiated the agreement in Moscow. The first exchanges will begin in January and provide for 10 graduate students, 10 teachers or non-teaching professionals who do not have advanced degrees to spend one semester in each other's country for two academic years. The two universities may also exchange four lecturers each for an academic year.

New York's exchanges with Moscow began in 1974 at undergraduate level.

The dispute over genetic engineering experiments at Harvard is intensifying. The city is against the project and the campus itself is divided.

City authorities put new
ban on laboratory

Cambridge City Council has extended its three-month ban on genetic engineering experiments at Harvard University. The committee appointed by the mayor said it needed more time to hear arguments for and against the building of a special laboratory for these experiments.

The issue of recombinant DNA research has become a major cause of controversy within the university. Professor George Wald, the Nobel Prize-winning professor of biology who leads the opposition in Harvard to these experiments, said many younger lecturers were against the laboratory, but had been forced to back down for fear of losing their jobs.

Last week the university newspaper came out strongly against DNA research, saying that nobody could give a 100 per cent guarantee that disastrous epidemics, or uncontrollable diseases would not be caused by the translocation of genes into other organisms.

The paper said the serious ethical question of whether scientists should be allowed to intervene in the evolutionary process and create new forms of life had never been debated at Harvard.

Dr Derek Bok, president of Harvard, said the whole issue of hazardous biological research was one where universities had to get together to work out solutions at the highest level. So far, the ques-

tion had been dealt with only at local government level, but it was not a local problem. If universities could not find a solution, the federal government would step in, he said.

The question has been complicated at Harvard by the local political battle the mayor, Al Veluzi, has long fought against the university and the support his stand on this issue has brought him. At the same time the university's original proposal to site the laboratory in the antiquated biology laboratories, which are infested with tiny red ants, has been widely criticized.

The issue was referred by the Dean of the Department of Arts and Sciences to two separate university review boards: one dealing with the ethical questions involved, and the other dealing with possible hazards. Both committees voted unanimously to go ahead.

The dean, Dr Henry Rosovsky, said it would be impossible to "forbid" further research on recombinant DNA: biology was a subject easily divisible into small units—unlike physics—and there would be always therefore the danger of "leakage research" in secret.

He added that similar research was going on at the Massachusetts Institute of Technology and that a single out Harvard by a ban would be absurd.

'You need not
fear the bugs
will get out'

"The important question is whether or not in doing experiments by the guidelines the safety of the public is adequately protected. I think it's fair to say that the great majority of people who actually work in the field of microbiology or infectious diseases feel that these guidelines certainly do provide adequate protection against all reasonable risks".

Dr Matthew Meselson, chairman of Harvard's biology department, told the university newspaper *The Harvard Crimson* in defence of the recombinant DNA experiments.

Two Nobel prizewinners, including Joshua Lederberg who discovered recombination in bacteria, also argued that the NIH guidelines were sufficient.

Dr Meselson rejected the argument that there was a danger that an organism might be created by such experiments that became the "species" norm. "Opponents suggested that by putting that much DNA in a bacteria, we could do something that nature had not managed to do in more than a billion years—the time we know bacteria has been on earth."

"It is impossible for me to convey in numbers a feeling for the magnitude of the struggle that has gone on for every available niche on our planet by bacteria, and by other creatures."

"It is not true that the results of the recombinant DNA research will be essentially new organisms, self-perpetuating and beyond human control. Now organisms are not permanent. Of the 100,000 to 1,000,000 bacteria that are in the air, perhaps only a billionth of a billionth of a billionth are still here today."

The strike-involving over 800 teachers is costing a great deal of money. The union has no strike funds, but has been able to raise large loans at banks on the strength of collateral pledged by CAUT and other university unions. The Laval union has now started regular weekly payments of \$75 to each striking teacher.

The university council, the body of 51 members representing the university, has empowered a four-man executive committee to negotiate with the union. Both sides are worried that the longer the strike continues, the greater the residual bitterness will be when it is over. It will also be difficult to catch up on the academic year.

The strike-involving over 800 teachers is costing a great deal of money. The union has no strike funds, but has been able to raise large loans at banks on the strength of collateral pledged by CAUT and other university unions. The Laval union has now started regular weekly payments of \$75 to each striking teacher.

The university council, the body of 51 members representing the university, has empowered a four-man executive committee to negotiate with the union. Both sides are worried that the longer the strike continues, the greater the residual bitterness will be when it is over. It will also be difficult to catch up on the academic year.



Professor Har Gobind Khorana: careful.

More and more people in biology and medicine are beginning to realize that some of the most dangerous diseases such as heart diseases and cancer might be solved by spending infinite amounts of money. They might not be engineering problems.

"The next great advances in biology and medicine require fundamental advances in understanding how the egg becomes an adult, in understanding the rules of viruses, in understanding how evolution really occurs. I cannot exaggerate the power of the recombinant DNA method for answering these deep questions."

Dr Meselson said the basic misunderstanding which was leading to most of the concern was that if a bug got out, it would take over. "If that were true, we would have to close the microbiology lab at the Cambridge city hospital. The rate of fatality at Fort Detrick (the research centre for biological warfare) is far less than the rate of mortality due to automobile accidents among people at that base."

There was nothing at present stopping industry from what they do not want to do with money. In 1974 industry started making approx \$1.5 billion in research and development.

If experiments were done with trouble arose, it would be impossible to identify or trace its source. That is the ultimate in unenforceability of regulations.

The maximum allowance for an independent student under the Tertiary Education Allowance Scheme (TEAS) has been increased from \$443 a week, a rise of \$12.43. The new maximum dependent student allowance is to be \$424 a week, a rise of \$17.77. The maximum allowance will now be \$438 a week, an increase of \$17.23.

Announcing the changes in Canberra, Senator John Carrick, Minister for Education, added that the government had finally decided not to reintroduce tuition fees for students working for a second degree or for overseas students. This was the government's policy announced in a mini-budget in May.

At the same time, Senator Carrick said the government was to hold an enquiry into the possibility of introducing a loan scheme for students.

Although the rises have been welcomed, many students remain far from satisfied. The new TEAS allowance is still below the government's official poverty level of \$455 a week. Part-time employment is becoming increasingly difficult to find in Australia as youth unemployment rises: the latest figures show that 12 per cent in that category are out of work.

The maximum TEAS allowance is based on a means test, the earnings limits for which have also been increased but by less than the government's annual inflation rate. This means that fewer students will probably be eligible for full allowances next year.

'Are we free
to tinker with
evolution?'

"We are not asking to limit the domain of inquiry," Professor George Wald, the leading scientist in the laboratory for recombinant DNA research, said in an interview last week. "Inquiry must always be perfectly free, there are no hidden questions as yet as to whether or not we should do it, nor that I accept the questions, but the methods we use to answer them."

The questions recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

The recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said. He said that the recombinant DNA research was to get a new lease of life, he said.

France

Fear of more controls
brings unions together

from Guy Neave

PARIS

Last week's national one-day strike not only brought France to a standstill, it saw an important realignment among unions in higher education. The *Fédération de l'Éducation Nationale*, a non-Communist grouping, joined the ranks of those opposed to the recent actions of Mme Alice Saunier-Seïte, Higher Education Secretary. With the majority of its members drawn from secondary and primary school teachers, the non-Communist union has hitherto remained aloof from the chorus of complaints and lamentations against tax increases and cutbacks in university spending.

It remains to be seen how long the new alignment will last. Either way, the *Fédération* has already committed itself to opposing some of the government's more controversial moves. Speaking at the University of Amiens, M. André Henry, secretary general of the 300,000-strong union, denounced the recent decision of the National Council for Higher Education to agree to the division of Amiens University into two separate foundations. "Mme Saunier-Seïte is bent on creating a climate of confusion in higher education. As far as I am concerned, there is less a policy than an outbreak of acute", he said.

The decision to split up the university—sciences and technology at St Quentin and legal studies at Amiens—has been received particularly badly. Some observers see it as the first step in a policy aimed at dismantling the system of higher education set up in the aftermath of May, 1968.

The 1968 loi d'orientation granted

A large measure of budgetary autonomy to universities. In a speech in April, President Giscard d'Estaing emphasized that it was not the government's intention to limit this in any way. Yet the Amiens case, which bids fair to become a cause célèbre, suggests the government would be willing to contemplate less autonomy in certain specific instances. Rather than having the university administration decide the way the budget will be distributed among departments, Amiens is to be placed directly under the control of the Office of the University for Universities.

Generally, opposition in the government's initiative in higher education falls into two main groups. The first disputes the way in which the Higher Education Secretary has carried out her policies. The second attacks the more fundamental issue of the policies themselves.

Typical of the former was the protest of the Conference of University Presidents, the French equivalent of the Committee of Vice-Chancellors. If it did not contest the reductions in spending, it did contest "their brutal application".

The latter attracts the attention of both students and teachers' unions. They are apt to see cuts in university spending as a means for the government to reassert a tighter administrative—and hence, political—control over higher education.

An alternative interpretation is that the Secretary of State is trying to force an over-hasty reaction from the left which would prove helpful in next April's municipal elections.

The Hong Kong government has published the Bill that will carry into effect recommendations contained in the Fulton Report on the future structure of the Chinese University of Hong Kong and its constituent colleges (*THES*, July 2).

The Bill, to be introduced in the coming legislative session, provides for an integrated system of government over the university and colleges. All staff will be appointed by the University Council, and the present arrangements whereby certain academic and administrative staff are appointed by the colleges will be discontinued.

The separate identity of each college will be preserved by the creation of an Assembly of Fellows drawn among the academic staff assigned to the college.

The Bill will also strengthen academic participation in the governance of the university. Representation on the university council will be increased through the appointment of the head of each college and of one fellow of each college and of the dean of each faculty, and of the graduate school.

The numbers of mature students have risen sharply during the past few years. In 1972, over 30 per cent of the first-year students were mature students, and 22 per cent of women. Latest comparable figures were 19 per cent and 31 per cent.

There was nothing at present stopping industry from what they do not want to do with money. In 1974 industry started making approx \$1.5 billion in research and development.

If experiments were done with trouble arose, it would be impossible to identify or trace its source. That is the ultimate in unenforceability of regulations.

The maximum allowance for an independent student under the Tertiary Education Allowance Scheme (TEAS) has been increased from \$443 a week, a rise of \$12.43. The new maximum dependent student allowance is to be \$424 a week, a rise of \$17.77. The maximum allowance will now be \$438 a week, an increase of \$17.23.

Announcing the changes in Canberra, Senator John Carrick, Minister for Education, added that the government had finally decided not to reintroduce tuition fees for students working for a second degree or for overseas students. This was the government's policy announced in a mini-budget in May.

Hong Kong

Structure Bill
goes ahead

The Hong Kong government has published the Bill that will carry into effect recommendations contained in the Fulton Report on the future structure of the Chinese University of Hong Kong and its constituent colleges (*THES*, July 2).

The Bill, to be introduced in the coming legislative session, provides for an integrated system of government over the university and colleges. All staff will be appointed by the University Council, and the present arrangements whereby certain academic and administrative staff are appointed by the colleges will be discontinued.

The separate identity of each college will be preserved by the creation of an Assembly of Fellows drawn among the academic staff assigned to the college.

The Bill will also strengthen academic participation in the governance of the university. Representation on the university council will be increased through the appointment of the head of each college and of one fellow of each college and of the dean of each faculty, and of the dean of each faculty, and of the graduate school.

The numbers of mature students have risen sharply during the past few years. In 1972, over 30 per cent of the first-year students were mature students, and 22 per cent of women. Latest comparable figures were 19 per cent and 31 per cent.

There was nothing at present stopping industry from what they do not want to do with money. In 1974 industry started making approx \$1.5 billion in research and development.

If experiments were done with trouble arose, it would be impossible to identify or trace its source. That is the ultimate in unenforceability of regulations.

The maximum allowance for an independent student under the Tertiary Education Allowance Scheme (TEAS) has been increased from \$443 a week, a rise of \$12.43. The new maximum dependent student allowance is to be \$424 a week, a rise of \$17.77. The maximum allowance will now be \$438 a week, an increase of \$17.23.

Announcing the changes in Canberra, Senator John Carrick, Minister for Education, added that the government had finally decided not to reintroduce tuition fees for students working for a second degree or for overseas students. This was the government's policy announced in a mini-budget in May.

At the same time, Senator Carrick said the government was to hold an enquiry into the possibility of introducing a loan scheme for students.

Although the rises have been welcomed, many students remain far from satisfied. The new TEAS allowance is still below the government's official poverty level of \$455 a week. Part-time employment is becoming increasingly difficult to find in Australia as youth unemployment rises: the latest figures show that 12 per cent in that category are out of work.

The maximum TEAS allowance is based on a means test, the earnings limits for which have also been increased but by less than the government's annual inflation rate. This means that fewer students will probably be eligible for full allowances next year.

Holland

Binary system 'to be phased out'

from Lynn George

AMSTERDAM

A wide-ranging government policy document, *Higher Education in the Future*, is now due for discussion in the Second Chamber of Parliament. The document advocates in the long term the abolition of the distinction between universities and higher vocational institutions in favour of one broad system of higher education.

Drawn up by Dr Jos van Komen, Education Minister, and Dr Ger Klein, State Secretary, the document emphasises that the changes, although radical, will be carried out gradually.

The "explosive" demand for higher education is given as the main reason for the need for drastic reforms. Within 25 years it is expected that nearly 40 per cent of young people will wish to follow some form of higher education. At the same time, the document points out, making higher education available to all "has far-reaching consequences for the financing of higher education and for the position of graduates on the labour market".

University education, because it is combined with research and offers considerably longer courses than its alternatives, already takes over 25 per cent of the educational budget. If the present system were to continue, and assuming that in 1995 40 per cent of young people were studying, then the total expenditure on higher education in relation to the gross national product would jump from 2.01 per cent to 3.03 per cent, according to the document.

The disproportionately high number of young people wanting a university place will continue as long as small vocational institutes can only offer a limited number of courses, says the document. Thus, it is proposed that the sharp distinction between the two types should be dispensed with by expanding the width and scope of the latter.

This will be achieved by gradually amalgamating Holland's 340 higher educational institutions to form upgraded new-style *Hogescholen* similar to Britain's polytechnics. Each polytechnic will offer a variety of courses lasting from two to four years in at least three of the following areas: applied science and technology, economics, social ser-

vices, health care, agriculture, education and the arts.

The document lays great stress on both types of higher education working cooperatively together and suggests the exchange of lecturers and teaching facilities and the communal use of buildings. The Polytechnics Council and the Universities Council especially should work together towards promoting a single form of higher education.

Ultimately, the sole distinction within such a system would not be the type of institution but the type of course. Flexibility and mobility would be the keynote both for students and teachers. The new structure would incorporate facilities for those wanting to study after having gained work experience and for those wanting to combine study with a full or a part-time job.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.

The document favours dispensing with titles attached to higher educational leaving certificates. Instead, the certificates should give a more detailed description of subjects studied and at what level. The title of "Diploma" would have to be kept because of its recognized academic place in the international research world.



Former Premier Sir Walter Nash

The Sinclair/Sutch/SIS issue was first put before a mass audience by TV2, the newer of New Zealand's pair of channels, on September 13. A few days earlier it had been revealed in the left-wing periodical *The Week*.

According to *The Week*, "Sinclair received a formal letter from the SIS telling him not to publish the book unless the relevant extracts were deleted. The letter claimed that Sinclair had quoted from material owned by the SIS, and that he would be in breach of copyright if he published it."

Mr Robert Muldoon, the present Prime Minister, said his practice was to return every communication he had from the service the same day. He was a member of the Official Secrets Act when it passed through his hands that he didn't hang on to it.

Professor Sinclair himself has said that the SIS most eloquent contribution since the story broke may well have been to burst out laughing when told by the *New Zealand Herald*, the Auckland morning daily, that the SIS denied being in touch with him.

Meanwhile, the first print run on the book is reported to be 5,000—large for a scholarly New Zealand work. It is due to be published on November 18.

Professor Sinclair himself has said that the SIS most eloquent contribution since the story broke may well have been to burst out laughing when told by the *New Zealand Herald*, the Auckland morning daily, that the SIS denied being in touch with him.

Meanwhile, the first print run on the book is reported to be 5,000—large for a scholarly New Zealand work. It is due to be published on November 18.

Professor Sinclair himself has said that the SIS most eloquent contribution since the story broke may well have been to burst out laughing when told by the *New Zealand Herald*, the Auckland morning daily, that the SIS denied being in touch with him.

Meanwhile, the first print run on the book is reported to be 5,000—large for a scholarly New Zealand work. It is due to be published on November 18.

Professor Sinclair himself has said that the SIS most eloquent contribution since the story broke may well have been to burst out laughing when told by the *New Zealand Herald*, the Auckland morning daily, that the SIS denied being in touch with him.

Dangers of theoreticism in the study of culture

even. It must still believe that it is a major economic and cultural contributor to the life of the nation, and that it is sufficiently flexible and creative to combat to do so. A much greater threat than inevitable austerity that will be caused by cuts in public expenditure is that the nation should turn to demoralization and demoralization should turn to defeat. Franklin Roosevelt told the American people in his first inaugural address: "The thing we have to fear is fear itself."

Before the structuralist invasion it was still a mark of unorthodoxy in literary circles to claim that a work of art was not autonomous but determined by society. Today the



claim is a virtual tautology. The reason why cultural studies never became a unified field is that in structuralism every *parole* is related to some *langue*; in other words, everything becomes a matter of cultural

The author is lecturer in English at Reading University.

by Tuesday morning in
They should be no more than
words long and should be written
on one side of the paper only.
The committee has the right to call

Before the structuralist invasion, it was still a mark of unorthodoxy in literary circles to claim that a work of art was not autonomous but determined by society. Today the

the world-view of a particular class, the *noblesse de robe*; that it universalised, but did not transcend, the values of that class. Goldman's later work on the novel left unclear when it is that a great writer

Other speakers were no less lavish in their theoretical borrowings. Pierre Macherey derived a new theory of mimesis from Lenin,

The author is lecturer in English at Reading University.

They both forget that they are

BOOKS

Devoted to a grand design

Letter to King Richard II by Philippe de Mézières, edited by G. W. Coopland. Liverpool University Press, £10.00. ISBN 0 85323 283 0.

"Var, Literature and Politics in the Late Middle Ages" edited by C. T. Allmand. Liverpool University Press, £10.00. ISBN 0 85323 273 3.

C. W. Coopland retired from his chair at Liverpool in 1946 and in his remaining 29 years he was active in the last, continuing to publish important work on the fourteenth century. His edition and translation of the Letter to King Richard II by Philippe de Mézières appeared a short time after his death.

Always close to the centre of power, informed and involved, sometimes influential, Philippe was captivated by a grand design: to bring about peace in Europe in order to make possible joint action against the Turk. For many years he hoped to found an Order of the Passion of Jesus Christ which was to be the instrument of this policy.

Philippe reminds me very much of Lord Hugh Cecil, with his passionate devotion to the ideal of the League of Nations. In each case, the man and the ideal were inseparable, and it mattered little whether

the scheme was practical or not.

As an old man Philippe wrote an elaborate letter to Richard II of England in which he underlined the harm caused to Europe by international dissension between England and France and by division within the European church. He saw peace, sealed by a marriage between Richard II and Isabel, daughter of Charles VI, as the basis for constructive action. As a mixture of idealism, scholarly argument, and practical politics, the letter is both a curiosity and a fascinating contribution to the diplomatic exchanges of the late fourteenth century. Coopland, with his wide range of interests, was well equipped to edit it. As a lecturer and as a writer he was lucid, clear and simple, and his introduction to the letter demonstrates these admirable qualities in full measure.

In anticipation of Coopland's hundredth birthday, a group of friends prepared a volume of essays on War, Literature and Politics in the Late Middle Ages, edited by C. T. Allmand. Only Alec Myers, in his charming memoir, and Maurice Keen, in a stimulating essay on Chivalry, nobility and the 'Machete', have caught Coopland's lucidity, clarity and simplicity of style. Fortunately, he has exerted greater influence over the content of these essays; it is no coincidence, for example, that

Philippe de Mézières is often relevant to their theme. Some essays have a general value, while others are highly specialized: they are heavily overlaid with footnotes.

An examination of the use of artillery in the Hundred Years War leads to interesting comparisons between the new techniques of warfare as they were used in the Anglo-French conflict and in Italy. Pope Urban V urgently needed diplomatic support for an ambitious programme of reform, and had difficult decisions to make by alienating Edward III's made future inevitable. Would it have been less costly to alienate France?

Two essays on Brittany in the later Middle Ages have more than local significance. Sir John Fastolf's dealings with ransoms for substantial prisoners of war provide the material for a brief essay by G. A. J. Armstrong. C. T. Allmand and J. R. Alban survey the use of spies in the fourteenth century; they were, frequently employed but, not surprisingly, their activities were rarely recorded in any detail.

Two literary studies suggest that, as a writer on military matters, Honoré Bouvet has an immediate appeal not shared in my judgment by Robert de Balauc or Bernard Stuart. Alison Quinn has provided a useful index.

David Walker

One decade of high politics

Party Ideology and Popular Politics at the Accession of George III by John Brewer. Cambridge University Press, £10.50. ISBN 0 521 21049 6.

The principal intention of Dr John Brewer's complex and provocative book is to establish the decisive nature of the decade of the 1760s for the development of political life in Britain. Ideas of party, notions of opposition, concepts of ministerial responsibility and the growth of a wider and more diffuse political consciousness are all seen as the products of a unique and unrepeatable decade.

Although Dr Brewer shows more caution in his conclusion than in the main body of his text, he affirms that after each decade the extent of "a popular independent political culture" was greater than it had been before; claiming that by 1770 "an alternative structure of politics was as much an enduring feature of the English political scene as the House of Commons itself". By the outbreak of the American War, "the alternative political nation" was "less prominent" but Dr Brewer assures us that it did not disappear: it "only temporarily vanished from sight". As the title of his book implies, Dr Brewer is concerned to launch a full-scale attack on what he believes to be the unduly narrow and distorted post-Nairner view of mid-eighteenth century England.

He begins by surveying, almost apologetically, the historiography of the period, hoping to address

the student audience as well as professional historians. But while other historians will find much to challenge in his historiographical essay many students will be confused by it. Dr Brewer does not help by categorizing historians as "Whig" or "Tory" and he often loses himself open to the charge of blurring finer shades of meaning and of oversimplifying interpretations in order to accommodate the work of others to his methodological scheme. Eventually, even when emphasizing that there has been a "fair amount" of convergence between "Whig" and "Tory" views, he suggests that historical writing has reached a consensus. But then makes very heavy weather of the point that we should ask what an argument "does" rather than what it "is", as well as telling us that we should not expect eighteenth-century politicians or historians to be politicians' none of which marks quite as decisive a new departure as we had been led to expect.

The truth is that Dr Brewer's historiographical excursions are far less interesting than his researches into the significance of the Wilkite movement for the growth of a wider political consciousness. But even here he spends too much time on Wilkie's cultivation of his image and not enough on filling out his claims for the scope of Wilkite activity in the country at large. It is sad, too, to have to wade through pretentious and cloudy writing on the ritual of crowds and the employment of rites and symbols to "legitimate"

crowd activity. Dr Brewer responds all too eagerly to the type of sociological vocabulary which obscures meaning, distorts language, and merely labours the obvious.

Dr Brewer's pages are full of ideas, but in often passages and he is invariably vigorous. But while it is possible to sympathize with his eagerness to do more than re-chart the maze of high politics it is harder to feel that he has redrawn the boundaries of historical understanding in a decisive fashion. His book is really a collection of essays. All of them contain something well worth reading, but they do not cohere into a convincing overall thesis. To concentrate so heavily on the 1760s is to fall into the most elementary of traps. The treatment of the previous half-century is too sketchy, while nothing Dr Brewer says explains what he freely acknowledges: the recovery of political stability in the 1770s, the exaggeration of the novelty of much of what he discusses such as the relations between politicians and the press, or the significance of coffee-house politics—and when he turns to really new and interesting themes, such as the interplay between American and British radicalism, he is either lost in himself with insufficient space to fill out the picture or has run out of steam.

His book deserves the close attention of all interested in the politics of George III's reign, but it needs to be read with caution and in an alert and critical frame of mind.

John Derry

Change in churches

Continuity and Change—Personnel and Administration of the Church in England 1500-1642, edited by Rosemary O'Day and Felicity Heal. Leicester University Press, £7.50. ISBN 0 7185 1138 7.

There has been no shortage of new research and writing on the social history of English religion in the early modern period. The institutional aspects of the subject, however, have sometimes tended to be dismissed as boring and irrelevant and have been neglected by twentieth-century historians. This volume of essays is an attempt to redress the balance and to demonstrate the interest and importance of interpretation, especially on the ecclesiastical administration and organization.

Unavoidably perhaps in a collective enterprise of this kind, there is some repetition. There are unresolved disagreements among the contributors on matters of interpretation, especially on the effectiveness of church discipline. But the essays for the most part are of a high quality, and although the subject matter is extremely diverse, all in different ways address themselves to the central issues of change and continuity in the post-Reformation English church.

In the book's first section (on personnel) Rosemary O'Day contributes two interesting essays, the first of them on the role of the registrar in diocesan administration. The second, more wide-ranging in its scope, deals with the improving educational standards of the clergy and the extent to which the process of spiritual reformation was hindered by the operation of patronage. Felicity Heal looks at the differences which the Reforma-

tion made to the taxation of the clergy. Another essay examines the career of the Archbishop of York and his efforts to bring the duties and power of a bishop into line with the changes of a bishop.

Three case studies follow in the Peterborough, Chester and Exeter dioceses, and deal respectively with questions of administration and finance, and with the challenge of puritanism. The vestigial machinery of the church courts and the effectiveness of church discipline in the post-Reformation period were the spiritual sanctions of a system and excommunication were rapidly losing their force.

Taken as a whole, the preceding impression given by the book is one of change rather than of continuity. In some ways this change involved a rebuilding of the church to meet new circumstances of a new age. This frequently, however, done by the church in this period was done, both in power and influence. By making examples of a notoriously difficult case of a notorious success in making the institutional aspects of this process of change more understandable. Sometimes too, despite the fact that they throw some valuable light on the wider problems of the relationship between organized religion and English society in the sixteenth and seventeenth centuries. The book is very well produced and is a good value for money. It is unfortunate, however, that the publishers have not loved the usual practice of including in this kind of book some biographical notes on the contributors.

R. C. Richardson

Methodist battles

Early Victorian Methodism: The Correspondence of Jabez Bunting, 1830-1858.

By W. R. Ward. Oxford University Press, University. £12.00. ISBN 0 19 713140 9.

Jabez Bunting was the man chiefly responsible for the elaboration of the bureaucratic structure that governed Wesleyan Methodism in the 1830s and 1840s. Permanently stationed in London from 1833 as one of the Methodist secretaries for foreign missions, he was nevertheless able to travel the country on preaching tours, and so to keep his finger on the pulse of the still rapidly growing denomination.

Professor Ward has selected 345 letters, mostly written to Bunting by other Methodist preachers, from a surviving body of some 2,000 letters. Another 145, dating from the 1820s, were edited by him for the Royal Historical Society in 1972.

In his letters there are succinct notes on persons and topics of an editor familiar both with the entanglements of high politics and the intricacies of Methodist polity. Ward also offers an introduction which is informative but all too short (only 14 pages). For a broader discussion of most of the issues illustrated by the letters the

reader must therefore turn to other, rewarding books, such as *Wesleyan in England, 1790-1872*.

The newly published correspondence illuminates Bunting in the man fighting (in his own phrase) the battles of mind and spirit. There is only a glimmer of his personal life, as when he is seeking a wife ("Does Mrs S. think he is not lively, yet cheerful...?"). But reports to Bunting seldom deal with the ordinary concerns of life, the impracticalities of being a Methodist minister, or the destroying the peace of the and the connection.

There are letters on national affairs (such matters as education and the Irish famine), and the chief on the administration (though the consequence of the 1832 Reform Bill is in evidence at a time when the Mission House cellars were wine and spirit vaults).

There is ample material, too, for the continuing debate on Methodism and radicalism. The radicalism of the period—though not the radicalism of the 1830s—cannot be fully understood without a grasp of the entanglements within Methodism, the "follies" against which Bunting was his face.

D. W. Bebbington

BOOKS

Good at maths?

The Psychology of Mathematical Abilities in Schoolchildren by V. A. Krutetskii, translated from the Russian by Joan Teller and edited by Jeremy Kilpatrick and Isaac Wirsup. University of Chicago Press, £15.00. ISBN 0 226 45492 4.

The contribution that this book, the result of 12 years concentrated work on the structure and components of mathematical ability, makes to the study of mathematical education is impressive. The author has devised and used in an attempt to reach his goal—to analyse and define the nature of mathematical abilities in schoolchildren. Unlike the greater part of research in this field attention is directed to how, and by what means, a subject solves a given problem. He first attempts to produce an hypothesis as to what constitutes the factors in and the structure of mathematical abilities and then constructs the tests to evaluate this hypothesis.

The factors he proposes are: the ability to generalize mathematical material and to remember generalizations; the curriculum of reasoning during problem-solving; the ability to isolate the structure of mathematical material for the specific content and to operate with structures of relationships; flexibility of thought; an ability to switch from one mental operation to another. Finally, the work of different types of mathematical ability is included, i.e. what Krutetskii calls "verbal logical" and "visual-pictorial".

The tests are organized into groups. The first group is about interpretation of a problem and is aimed at revealing information about apprehension of relations and concrete facts in mathematical material. Then there are groups on generalization, general flexibility of thinking, reversibility of mental processes, understanding, reasoning, mathematical memory and types of mathematical ability. In all there are 79 tests with anything from four to twelve problems in a test.

Central to Krutetskii's approach is the continual contrasting of different methods of solving problems. The children taking part in the experiments are placed by their teachers into groups such as very capable, relatively capable, average or relatively incapable in mathematics. It is by comparing the different responses of subjects in different categories that Krutetskii attempts to isolate the components which may be present in the general structure of mathematical ability. Just under 200 children, aged between 11 and 15, took part in the experiments. The results were taken through a series of problems including those on proof, unrealistic problems, problems with incomplete information, mathematical sophisms and problems on visualization.

For example, in the first group of tests, designed to examine what children do with the concrete facts in a problem and the relations between them, there is an ingenious variety of tasks. These tasks consti-

tute the first three series of tests: problems with an unstated question, problems with incomplete information and problems with surplus information. Very capable children quickly discard unnecessary details and, grasping the structure, pose the unstated question themselves or ask the interviewer for the missing information. The other categories of pupils find these questions very difficult to deal with and are not very able to separate what is necessary from what is unnecessary.

From the results of this group of tests Krutetskii proposes that one of the components of mathematical ability is "a formalized perception of mathematical material", by which he means a rapid grasping of the structure, as if the content of the material under consideration, had disappeared.

Having earlier in the book criticized western psychologists for the "folkish" use of factor analysis, he now uses it, as he does elsewhere, to support the conclusion that the results from all three series demonstrate the same general factor described above.

Although it is important not to overemphasize the importance of statistical analysis in educational research, Krutetskii, unfortunately, errs in the opposite direction and uses factor analysis in an artificially selective way. In the closing section a total series of tests in one analysis thus showing that a different factor underlies each group, but analyses each group separately. In addition, the subjects in the first group of mathematical ability are scored on total tests, making it possible to argue that the underlying factor demonstrated by the statistics is speed and not the more interesting component claimed.

Other methods used in Krutetskii's research included an analysis of the biographies of eminent mathematicians and physicists for evidence of the nature of mathematical ability; an analysis of the school mathematics curriculum for implications of abilities; questionnaires on the nature of mathematical ability completed by mathematicians and mathematics teachers; an examination of case studies of mathematically gifted children reported in the literature and, finally, a collection of data from more than a thousand secondary school children to compare progress in mathematics with that in other subjects. After analysing data from all these sources Krutetskii arrives at a formulation of the nature of mathematical abilities in school children which is not very different from that hypothesized.

Early in the book there is a long discussion on whether or not mathematical ability is innate and he is at great pains to deny this possibility. In fact, he argues for inherent preconditions, themselves the result of phylogenesis, which are not abilities, but allow the ontogenetic formation of mathematical ability. It is on this question that Krutetskii is least convincing. He is taken to task, although Krutetskii's conclusion is not, in fact, in opposition to many non-Soviet views.

Jack W. Oliver

Concepts of feeding

The Hungry Fly: A Physiological Study of the Behavior Associated with Feeding by V. G. Dethier. Harvard University Press, £20.40. ISBN 0 674 42710 6.

At face value *The Hungry Fly* would appear to be written entirely for the specialist working on food consumption. In fact, this is not the case. Certainly the book offers a great deal of information and references for research workers, but at the same time it is extremely interesting to the non-specialist, introducing many concepts associated with feeding. However, its high price is likely to deter general biologists.

The emphasis is on the physiology of feeding behaviour, using a blowfly as an example since a vast amount of work has been done on this insect. Many aspects are covered, including the search for

food, tasting food, thirst, regulation of meal size, and a description of the nervous system. The information is presented in detail, and is discussed fully.

An interesting feature is the detail given to certain experimental techniques, so that the author states, helps to illustrate the intellectual approach to the various problems, rather than simply providing help for people wanting to repeat the work.

The style is light-hearted and easy to read, and the text is well supplemented with good line drawings, graphs, and plates, even if many of these are poorly aligned. However, there is a lack of consistency in indicating the magnitude of many plates. This does not, however, detract from a book which is well-written, informative and interesting.

Leslie Strong

New Books

New Paperbacks:

DISSENT IN THE USSR Politics, Ideology and People Edited by Rudolf Tokes

"... the first adequately comprehensive and objective analysis of the phenomenon of the 'dissidents'. It describes their different political orientations objectively and without the sensationalism common in the Western mass media."—*The Spectator*
Johns Hopkins, 480 pages £2.95

ASIA AND THE ROAD AHEAD Issues for the Major Powers Robert A. Scalapino

Professor Scalapino presents a cool, careful assessment of all major and secondary powers of the Pacific-Asia region in terms of their goals, capabilities, tactical calculations and shifting relations—all focused on the current scene but with brief historical projections of the future.
California, 374 pages £2.75

COPING WITH THE OIL CRISIS French and German Experiences Horst Mendershausen

This study explains and compares the roles which two European countries have played in the traditional pattern of oil relations and how during the past two years this pattern has changed. Published for RFF Inc.
Johns Hopkins, 210 pages £2.05

COMMUNICATION AND NATIONAL INTEGRATION IN COMMUNIST CHINA Alan P. L. Liu

This book concerns itself with the role of the mass media—mass campaigns, radio broadcasting, the press, book publishing and the film industry in Communist China.
California, 243 pages £3.45

THE POLITICS OF ACCOMMODATION Pluralism and Democracy in the Netherlands Arnd Lilphart

"Will be welcomed as an important contribution to the source literature on the political system of the Netherlands as well as an interesting attempt to formulate amendments to pluralist theory."—*American Political Science Review*
California, 288 pages, £2.70

CURING THE MISCHIEFS OF FACTION Party Reform in America Austin Ranney

"... (Ranney's) work combines a deep understanding of the workings of a two-party system in a complexly divided nation and a continuing preoccupation with the effects of democracy on different possible ways of organizing political parties... presented with clarity, perspective and fluency."—*Choice*
California, 230 pages, £2.25

MODERN JAPANESE PSYCHOLOGY AND DECISION-MAKING Edited by Ezra F. Vogel

This collection of essays by Japanese and American experts constitutes the first attempt of its kind to probe the major features of modern Japanese organizations which have played such a crucial role in Japan's economic development.
California, 366 pages £3.45

THE ECONOMIC APPROACH TO PUBLIC POLICY Selected Readings Edited by Ryan C. Amacher, Robert D. Tollison and Thomas D. Willett

Can traditional economic theory help to solve today's vexing social problems? This unique collection of thirty-six papers strongly suggests that it can.
Cornell, 560 pages £4.85

AUTO WORK AND ITS DISCONTENTS Edited by B. J. Widdick

This book provides an indispensable background for understanding the strikes and bargaining between the United Autoworkers Union and the major American car makers from 1937 to the present.
Johns Hopkins, 112 pages £2.05

MINERALS AND MEN An Exploration of the World of Minerals James F. McDivitt and Gerald Manners

First published in 1965, *Minerals and Men* has been completely revised and updated to take into account the new means by which the minerals industry has adjusted to meet the world's ever-increasing demands for these scarce resources. Published for RFF Inc.
Johns Hopkins, 192 pages £1.95

SAINT FRANCIS: NATURE MYSTIC The Derivation and Significance of the Nature Stories in the Franciscan Legend Edward A. Armstrong

"A model of multidisciplinary study. History, theology, geography, folklore and biology are just a few of the fields brought together in a masterly way. Few scholarly books could be more engaging."—*Choice*
California, 280 pages £3.50

JAPANESE POETIC DIARIES Translated by Earl Miner

"In a volume for the general reader as well as the student and specialist, Mr. Miner brings together translations of four of the most outstanding... (diaries) and provides an introduction with many provocative suggestions and illuminating perceptions."—*Journal of Asian Studies*
California, 228 pages £2.75

THE PEACH BLOSSOM FAN Kung Shang-jen, translated by Chen Shih-hsiang and Harold Acton

More than 300 years ago the Ming dynasty fell before the invading Manchus. Writing in the 1800s Kung constructed this great historical play from the recollections of survivors and a multitude of documentary accounts.
California, 336 pages £2.75

CONTEMPORARY SEXUAL BEHAVIOR Critical Issues for the 1970s Edited by Joseph Zubin and John Monser

"This book is one that no professional in the field of sex education and no teacher of psychology in sexual behavior can afford to be without."—*Contemporary Psychology*
Johns Hopkins, 266 pages £3.45

INTELLECTUAL TALENT Research and Development Edited by Daniel P. Keating

The phenomenon of intellectual brilliance has received little attention from educators and psychologists who are usually engaged primarily in remedying low performance levels. This volume therefore breaks new ground by offering a major report on exceptionally gifted young people, children in the twelve to fourteen age group.
Johns Hopkins, 362 pages £2.75

ASPECTS OF READING ACQUISITION Edited by John T. Guthrie

This volume examines the acquisition of reading ability from the standpoint of four disciplines: neurology, psychology, sociology and education. It provides an exposition of current issues in reading acquisition that will be of value to a wide audience of research workers and practitioners.
Johns Hopkins, 266 pages £2.40

THE PROBLEM OF SLAVERY IN THE AGE OF REVOLUTION, 1770-1823 David Brion Davis

"No one has written a work about the abolition of slavery that carries the conviction of Professor Davis' book. And his rich and powerful book will, I am sure, stand the test of time. Scholarly, brilliant in analysis, beautifully written."—*New York Times*
Cornell, 576 pages £4.15

SAINT FRANCIS: NATURE MYSTIC The Derivation and Significance of the Nature Stories in the Franciscan Legend Edward A. Armstrong

"A model of multidisciplinary study. History, theology, geography, folklore and biology are just a few of the fields brought together in a masterly way. Few scholarly books could be more engaging."—*Choice*
California, 280 pages £3.50

The University Presses of CALIFORNIA, CORNELL, JOHNS HOPKINS 2-4 Brook Street, London, W1

NEW FROM YALE

W. S. Yeats and the Idea of a Theatre The Early Abbey Theatre in Theory and Practice JAMES W. FLANNERY

An attempt to reach common intellectual and cultural ground between both Yeats and the Abbey Theatre which draws extensively upon previously unpublished material from the Yeats, Synge, and Lady Gregory estates. The author analyses the development of the theatre's aesthetic and theory as a result of the practical experience—and concludes that Yeats' dominant intention was, at least, to create a theatre of his time.
£16.20

Income Distribution in Colombia ALBERT BERRY and MIGUEL URRUTIA

A description of the income distribution of Colombia in the 1960s and the trends in that distribution in the previous three decades. The authors, using a statistical work analysis, then trace changes over time and present corroborating evidence for their theories. They conclude that most of the economic policy decisions analyses have not contributed to a better distribution of income but that it would be possible to improve distribution while maintaining rapid growth and government expenditure policies accompanied by reform of the financial system and capital markets.
£10.80

The Treasures of Darkness A History of Mesopotamian Religion THORKILD JACOBSEN

A comprehensive synthesis from a number of sources of the essence of the ancient Mesopotamian world view which recreates the life of the ancient Sumerians and demonstrates that the roots of Western culture lie in the ancient Near East. The author uses his wide philological knowledge and uncanny empathy with the intellectual and spiritual life of the Sumerians to present a new synthesis of Mesopotamian religion and literature. A new edition of his classic work, revised and expanded.
£10.00 November

Rural Responses to Industrialization A Study of Village Zambia ROBERT H. BATES

An analysis of the response of the rural dwellers of Zambia to the comprehensive and precipitate transformation of their predominantly rural and agrarian society to one of the most urbanized and industrialized states of black Africa. The author examines particularly the rise of cash-crop farming and the increase of labour migration as modal market responses to the growth of the towns. The study is based on field work and exceptionally rich historical and social sources.
£14.40 November

Industrialization in the Low Countries, 1795-1850 JOEL MOKYR

A comparison of the causes and process of industrialization in Belgium and the Netherlands which attempts to explain their marked divergence in the nineteenth century. The author blends statistical data taken from industrial surveys and censuses with descriptions drawn from informed contemporary sources to detail the development of the two countries. Finally, he explores the consequences of industrialization in Belgium and the absence in the Netherlands to draw some unconventional conclusions.
£14.40 November

Yale University Press 20 Bloomsbury Square London WC1A 1LP

مكتبة الأصل

Conporn v proporn

Citizens for Decency: Anti-pornography Crusade as Status Defense by Louis A. Zurcher and George R. Kirkpatrick. Texas University Press, £11.40 ISBN 0 292 71032 1

Sex is an odd and variable business. Marilyn Monroe's nude photograph came a little in the brown Hollywood of the 1950s yet today Linda Lovelace, a nude Shakespearean Juliet or even a near-naked opera singer in a Glyndebourne production can barely provoke a raised eyebrow. The commercial film circuit currently has a variety of types of rape on offer to suburban audiences (eg *Lipstick*, *The Last Hard Men*) which make the infamous staircase scene between Scarlett and Rhett in *Gone With the Wind* seem infinitely remote and anachronistically virtuous.

Now, like the respondents of Messrs Zurcher and Kirkpatrick I should like to be pushed to define pornography or obscenity, and naturally as a status-conscious intellectual I should be acutely embarrassed by any suggestion that I regard Lovelace and Co as pornographic—only the lower middle would let themselves be caught in that exposed ideological position.

But all the same something has happened to make sexual explicitness in art and life more openly acceptable. Of course intellectuals have always assumed that it was legitimate in elite art, even at the high point of Victorian puritanism, but when I see "tasteful" but unmistakably public frontal and profile nudes, male as well as female, figuring in five pound pictures designed for the front rooms of the respectable artisan and clerical of Greater Manchester alongside the galloping horses, the weeping chocolate-box children and the Gypsy dancer then I do suspect that a significant sea-change has occurred.

Sex is more than a normal human activity; it is alongside violence, probably the most potent symbol of ecstasy which our systems of representation and communication contain—and ecstasy is first cousin to disorder because it transcends the mundanely social, the useful and the controlled. So fashions in the cultural representation of sexuality may constitute half-hidden codes—secret messages about what kind of people, and what sort of society we are and where we locate the sacred.

Many people suspect that the code is in process of change: the definitions seem to be in disarray. Case law on obscenity shifts in an intermittently "liberal" direction: public taste is being aggressively and unevenly in the same direction and in so doing triggers resistance movements—decency campaigns, anti-pornography crusades, and the like. Once legal inconsistencies and political pressure groups appear, governments can become alerted to this sensitive and multi-vocal symbolic field. Then sexuality, or rather pornography becomes another social problem area to be probed, weighed, measured and reported on.

The trouble is that when this happens the social scientists who normally investigate Social Problems may never have had occasion to consider the wider theoretical context of the "new" problems.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

One of the most interesting of these is the relationship between pornography and the "new" problems of the 1970s. The "new" problems are the "new" problems of the 1970s.

BOOKS

US theology

The Modernist Impulse in American Protestantism by William R. Hutchinson. Harvard University Press, £10.20 ISBN 0 674 58058 3

Christian Churches of America by Milton V. Backman. Brigham Young University Press, £9.95 ISBN 0 8425 0028 6 and 0029 4

Professor Hutchinson's book is not about Roman Catholic ("modernist") influences on American Protestantism but is chiefly concerned with the American history of Liberal Protestantism, a movement which tried to combine philosophical idealism with the Christian faith. It was the kind of American theology which we in this country associate with Walter Rauschenbusch and Washington Gladden, but ought to connect rather more with men like Shailer Mathews and George Foster Hutchinson. Hutchinson describes the rising popularity of liberalism between 1870 and 1920, the subsequent reaction against it which was led by the Niebuhr brothers, and finally the quiet return of many of the old liberal Christians to the view that Christianity is only one of a family of religions.

The author, who teaches American religious history at Harvard, is widely read in his subject and he brings out the great difference between America and Britain in this field, namely that after 1925 American liberal theology was better defended academically, with more passion and skill. One reason for this was that by that time academic theology in America was beginning to break away from the instinctively sectarian ties with the Churches.

Freedom more difficult to sustain in Britain, where so many university theologians have seen themselves called to serve the survival of organized Christianity. Hutchinson sees the essential distinction between the liberals and their opponents as being between a qualified optimism about human nature and a neo-orthodox pessimism. This seems only partly true: the root difference was between the liberal and anti-liberal views of history. Liberal theologians, on the one hand, usually committed themselves to the benevolent understanding of history which grew out of the Enlightenment. For them history was a creative process which could be described in terms of the activity of an immanent divine Spirit. They believed as ardently as any Marxist that one could discern the way in which history was going, only theirs was a divine purpose, not a world which man made himself. In this sense the liberals were "modern" only in that they were post-seventeenth century; they had taken possession of history and complacently written their own meanings on it. To the Niebuhrs, on the other hand, the world of the 1920s, suggested that history was no more than the wasteful tragic product of sinful men; they were too sophisticated to talk about an immanent Second Advent, but their logic was adventist. They did not always remember that the rhetoric of romantic despair was a commonplace on the totalitarian right.

Here Hutchinson does not push his analysis as far as he might. He sympathizes militantly with the liberal tradition, and would not recognize the Niebuhrs as the "other hand" of the 1920s. He is too ready to place the Niebuhrs historically. Of course they were free to deny the meaning of human history; to contradict the expectations of both Marxism and liberalism; but they committed themselves to the belief that visible change was part of an invisible order.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

Christian Churches of America, on the other hand, is a plain and apt but unfair account of the principal American Christian churches. One third of the book is given to "native American religions," the rest to the various denominations. The book is a collection of essays, and the essays are written by different authors. The book is a collection of essays, and the essays are written by different authors.

The bank for ex-slaves

Freedmen, Philanthropy and Fraud: A History of the Freedman's Savings Bank by Carl R. Ostlin. University of Illinois Press, \$10.95 ISBN 0 252 00305 5

Despite the fact that the Freedman's Savings and Trust Company—or Bank—enjoyed a longer life than the closely connected Freedmen's Bureau, provoked many of the same criticisms in the South, developed branches in a score of cities, and ended in one of the most protracted swindles of the Reconstruction era, it has generally attracted far less attention. This may be because the Bureau, as an agency funded by Congress, naturally produced great debate in the North and through its infringement of state powers alarmed Republicans who, having achieved their military and economic objectives, shrank from further institutional experimentation. Clearly the Bank never received from John W. Alvord leadership comparable to that provided by the Bureau's still controversial General O. O. Howard.

A more important explanation, however, for the disproportionate contemporary interest in the Bureau, is the fear that by its alleged bounty it might block the development of thrift and self-help among a people thought to be pecuniarily deficient in those virtues. By contrast, as Professor Ostlin suggests in his calm and careful work, the Freedman's Bank seemed an appropriate and, for the whites, inexpensive way to "mold ex-slaves into middle-class citizens". Indeed the success of the Bank's propaganda, reflected in its steady growth, may strengthen the view that middle-class values "already had a significant foothold in the black community". Given the tendency now to deprecate the

stark contrast once made between the black and Indian experiences is interesting to recall the failure at this time of white philanthropists to convert more than a tiny fraction of native Americans to the Protestant credo.

Professor Ostlin's study supersedes that of Walter L. Fleming published nearly fifty years ago. It is broader than his predecessor in both in scope and sources, using newspaper, archival and manuscript materials which Fleming omitted. We also learn a great deal more about previously obscure bank officials, white and black, about contemporary banking practices, as well as the purposes for which these were withdrawn, about the role of the Bank in the black community and of Freedmen's Bank in its final phase. The study is a fine example of the kind of northern mission which the Freedmen's Bureau was a frequent liability. Ostlin is the painstakingly assembled list, are freely admitted; after all, one reason why the Bank failed was the poor accounting of its many inexperienced personnel, applied primarily because they were black, sympathetic to the freedmen, a willing to serve.

What emerges is a picture of an exceptional branch banking system, ruined by speculative loans now envisaged in the original plan, the efficiency of its later management, and the Panic of 1873. Social callousness on the part of the federal government, morally involved in a venture advertised as a commanding official blessing, was aggravating factor. The success of the Bank was due to black effort and when it collapsed the encouragement of future black economic ventures followed the investor hardship and dilapidated state.

Christine M.

MASON HAMMOND

LATIN

A HISTORICAL & LINGUISTIC HANDBOOK

Mr Hammond sets out to show how Latin developed its complex structure. In the process of giving the historical and linguistic reasons for seemingly arbitrary forms and constructions, he helps to foster an awareness of the nature of linguistics. In addition to the book's detailed examination of phonology, morphology and syntax, there are discussions of the Indo-European and Italic background of Latin, the development of the Roman alphabet, pronunciation, verb-construction, postclassical Latin and the Romance languages, and the relation of English to Latin. Mr Hammond's account is based on modern linguistic research; his exposition is always clear and is accompanied by concrete examples and a wealth of illustrative information. £10.50

HARVARD UNIVERSITY PRESS

126 Buckingham Palace Road
London SW1W 9SD

John Kent

BOOKS

Dreiser's art

The Novels of Theodore Dreiser: A Critical Study by Donald Pizer. University of Minnesota Press, £13.00 ISBN 0 8166 0768 0

There are in most literatures writers to whose seminal influence we pay genuine tribute but whose books we do not eagerly re-read. For many Americans Theodore Dreiser is high on such a list; to them it came as a surprise in 1951 that F. O. Matthiessen's last and unreviewed work should have been on this novelist so devotedly inferior to the writers who had previously engaged that brilliant critical intelligence. Dreiser's prose seems frequently turgid, his authorial interventions laboured and gratuitous, his local colour self-conscious in its meticulous documentation. We know his characters and their destinies ought to affect us, but our response is inhibited by his sentimentally important, ponderously didactic button-holing of us.

Donald Pizer, admitting the existence of such objections and their validity, does not attempt to refute them in their entirety. His claim that "two kinds of material—research and personal experience—were to be Dreiser's principal resources as a novelist" may not, at first sight, differentiate Dreiser very sharply from the majority of novelists, but in demonstrating that his best novels are a skilful blend of the two he makes perhaps as good a case for Dreiser's kind of fiction as possible.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

Is it capriciously pedantic, though, to have reservations about the word "research" in that context? It used, at least more modestly, to be a term of modesty, a blunted edge, to carry connotations of an activity more cerebral and academic, more judicious and critical than the process by which Dreiser acquired his familiarity with the world. He was a writer, not a scholar, and his research was a writer's research, a writer's research, a writer's research.

new from

THE BATTLE OF MALDON Edited by E V Gordon. One of the best known of the Old English poems, this is both a work of great merit and a contemporary account of a real event—the defeat of Byrhtnoth and the men of Essex at the hands of Vikings in 991. First published nearly 40 years ago, Gordon's edition has never been superseded. This important reissue is supplemented by a nine-page addendum, written by Dr D. G. Scragg of Manchester University, which reviews critical opinion of the poems since 1937. Old and Middle English texts £1.40 net

Calderón THE GREAT STAGE OF THE WORLD Translated and with an introduction by G W Brandt. Don Pedro Calderón de la Barca was the greatest exponent of that uniquely Spanish form of theatre, the auto-sacramental. First performed about 1633, this play is seen by scholars as the key one of its genre, illuminating the whole of Spanish baroque drama through its beautifully structured allegory. Classics of Drama in English Translation November about £2.00

THE ENCOURAGEMENT OF THE FINE ARTS IN LANCA-SHIRE 1780-1860 C P Darcy. Pioneers of the industrial revolution are often seen as hard-headed philistines and yet a rapid cultural revolution among the mills and factories of the north radically changed the concept of art patronage. Through study of Lancashire artists and collectors, Dr Darcy presents a detailed picture of art in the provinces, and its influence on national taste. Chetham Society Third Series, Vol. 24 January £8.00 net

UNCONSUMMATED UNION BRITAIN, RHODESIA AND SOUTH AFRICA 1900-45 Martin Chanock. This major contribution to the study of 20th century African history follows the development of the white colony of Southern Rhodesia. Placing events in the context of relations between Britain and the Union of South Africa, it explains why Rhodesia never joined the white Union, and explores the roots of the ill-fated Central African Federation. December about £8.95

PEOPLE OF SALÉ TRADITION AND CHANGE IN A MOROCCAN CITY 1830-1930 Kenneth L Brown. This is a study of change over a period of three generations in Salé a city long renowned for its Islamic urban tradition. Based on European sources, Arabic archival material and field research, it describes in detail the spatial organization of the city and the structure of its population, explaining the effects upon these of European interventionism. £9.95 net

MANCHESTER UNIVERSITY PRESS
Oxford Road, Manchester M13 9PL

UNIVERSITY OF WALES PRESS

6, Gwennyth Street, Cathays
CARDIFF, CF2 4YD.

Theodor Fontane

An Introduction to the Man and his Work.

A. R. Robinson

Pp. 209. £5.00 + 47p Postage (Case bound)

£3.00 + 33p Postage (Paper back)

This new monograph provides an account of Theodor Fontane, the German novelist, and his intellectual development. His travel books and poetry are examined as well as the prose novels and novellas, each of which is surveyed individually before general conclusions are drawn and an attempt made to view Fontane in a European perspective.

Baudelaire, Sartre and Camus

Garnet Rees

Pp. 86. £2.00 + 21p Postage.

Lectures on three French writers with commentaries on extracts from their works.

I That was Born in Wales

Vernon Watkins

Pp. 73. £1.50 + 15p Postage.

A new selection from the poems of Vernon Watkins, chosen and introduced by Gwen Watkins and Ruth Pryor and reflecting the themes that were of paramount importance to Vernon Watkins as a poet.

David Jones. Letters to Vernon Watkins

Edited by Ruth Pryor

Pp. 70. £2.50 + 16p Postage.

The letters, written between 1953 and 1964, contain the views of David Jones on various literary topics and references to his works.

Nell B. Landsman

